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ABSTRACT

This collection of four Senate Rostrum newsletters discusses the various issues of interest to faculty in California community colleges. The September 1997 issue addresses such topics as welfare reform, technology mediated instruction, academic standards, an annual gathering of the Academic Senate for California Community Colleges entitled the Summer Faculty Leadership Institute, and a controversial rewards plan called "Academic Excellence." The January 1998 issue deals with a 2005 Task Force Report and discusses affirmative action, the California Virtual University, and various legislative statements and updates. The next issue, from April of 1998, contains an article by the President of the Academic Senate about realizing the vision of shared governance and other issues addressed in Assembly Bill 1725. The newsletter touches on certain curriculum issues, mentions again the Academic Excellence plan (retitled "Partnership for Excellence"), and contains an article on freedom of speech issues at Santa Rosa J.C. The October issue reports on several annual gatherings, such as the Great Teachers Seminar, the Occupational Leadership Seminar, the Summer Leadership Institute, and the first Technology for Teaching Institute. The practices of Western Governors' University, a distance education university, are discussed, and it is argued that it should not be accredited. Finally, The Partnership for Excellence plan is explained thoroughly and is shown by the author to be an unfavorable course of action. (JA)

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Senate Rostrum
1997-98

Academic Senate for California Community Colleges

JC 990629

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SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Trouble Continues at Former Saddleback District

• *by Kate Clark, Irvine Valley College*

What in the world is going on in the South Orange County Community College District (formerly the Saddleback Community College District)? If we rely only on newspaper or other media accounts, all the notoriety arises from our Board of Trustees' initial approval of a controversial community education course to be taught on our campus by the president of our board, Steven Frogue. The course, espousing the conspiracy theories surrounding the JFK assassination, would have included guest lectures by well-known anti-semitics. Further complicating the issue was Frogue's tie-breaking vote cast to permit the seminar, on the advice of the Chancellor who said that it would be "a!' right" since Frogue didn't stand to profit financially from a course he volunteered to teach without cost.

For readers in Orange County, the issue would also appear to be the recent judgment by a Superior Court judge who ruled that the Board of Trustees willfully violated the California Open Meetings Act (commonly referred to as the Brown Act) when they met in closed session to appoint a chemistry professor as interim president. That decision has now been declared null and void as were all decisions the interim president made subsequent to that time. The right given to citizens to address our elected officials and to hear their deliberations has been routinely denied us. We have written letters of demand asking them to cure and correct, have warned them and our Chancellor of pending violations, and private citizens have repeatedly questioned the legality of decisions made in closed session without opportunity for public comment and public scrutiny. Yet those improperly agendized, clandestine meetings still occur, necessitating further court action.

Those violations have now implicated the Board of Governors. Recently a member of our state governing body was complicit in such an illegal action and may soon be deposed as part of the legal consequences that ensue when a public entity flagrantly violates the law and disregards court warnings.

*(see "**Trouble**" continued on p 7)*

"Academic Excellence?"

• *by Linda Collins, Executive Committee*

Chancellor Nussbaum proposed to the Board of Governors at their September meeting a $100 million budget request for 1998-99 which he has entitled "Academic Excellence." If in voting for this proposal, the Board believed they were supporting excellence in the community colleges, they couldn't have been more mistaken. In fact, upon closer examination, the proposed approach could undermine educational excellence in our system.

The Chancellor's proposal would tie additional funding for the colleges to specified outcomes. Performance on a selected set of indicators would be rewarded with extra moneys. While the particulars of the price list kept changing, the indicators under discussion at the Board meeting were successful course completions, defined as "C" or better ($45), associate degrees awarded ($125), certificates earned ($75) and transfers to UC, CSU and independent

*(see "**Excellence**" on p 8)*

The Academic Senate Faces Many Challenges

This year the Academic Senate will face many challenges. I would like to take this opportunity, in the first *Rostrum* of the year, to define two of those issues and describe the role of the Academic Senate might play. The areas I will discuss are welfare reform and distance education.

WELFARE REFORM

In passing welfare reform legislation, Congress initiated a social experiment that has changed an entitlement system, which provided support to families with dependent children, to a jobs program intended to move recipients off welfare and into work. States now receive limited block grant funds rather than having direct federal aid meet the full needs of recipients. California's plan for the use of these funds is outlined in the CalWORKs program recently enacted by AB 1542 (Ducheny, et al).

Will welfare reform succeed in putting aid recipients to work, or will it merely dump them into the streets after their two-year aid time limit runs out? The answer lies in California's ability to generate jobs detailed in the following analysis by Assemblywoman Dion Aroner. Most of the state's 900,000 welfare recipients will need to find work. They join the 1,000,000 unemployed and another 1,000,000 who are not counted as unemployed because they have given up looking for work. Another 500,000 are underemployed. Last year California generated just over 600,000 jobs, about half new and most not at entry level. These statistics had led many to be pessimistic about the success of welfare reform.

Under CalWORKs, those eligible can receive aid while being trained (24 months for current recipients, 18 months for newly qualified). Currently, California community colleges serve almost 140,000 recipients who have self-selected our programs. Newly qualified recipients must be referred to us by the Department of Social Services (DSS) into programs which we must demonstrate to DSS are adequate to meet labor market needs.

Rather than expecting a flood of new students from the welfare ranks, community college will have to work hard just to maintain the present level of participation of aid recipients. Our challenges will be to redesign the way we structure our curriculum and deliver our programs to meet the short time frame; to qualify these programs with DSS so that we get referrals; to provide services to recipients; particularly child care and work study, and to assist in job development and placement for those who complete our programs. And remember, these

(continued on next page)

The Academic Senate for California Community Colleges
Bill Scroggins, President; **Lee Haggerty,** Vice-President
Linda Collins, Secretary; **Lin Marelick,** Treasurer (Interim)

Publications Committee:
Lin Marelick, Chair, Mission College, Santa Clara
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Diane Glow, San Diego Miramar College

The Rostrum, September, 1997. The Rostrum is a publication of the Academic Senate for California Community Colleges, 910 "K" Street, Ste. 300, Sacramento, CA 95814. The Rostrum is distributed to all faculty through college academic senate presidents and by individual mailing. Letters and unsolicited articles by faculty members are invited. For deadline information, call (916) 445-4753, or email us at asccc@ix.netcom.com

services will be in great demand by non-welfare students, also eligible under our open enrollment system. Following the above numbers, as many as 3 of 4 students needing job training to find work may be non-welfare recipients.

What has been observed is the tremendous focus on politics rather than the needs of recipients. The Academic Senate has and will continue to focus on the needs of students. This summer the Executive Committee wrote and distributed a paper entitled, "The Academic Senate Perspective on the Personal Responsibility and Work Opportunity Reconciliation Act of 1996." This paper makes suggestions on the involvement of community colleges in job creation, particularly the need for a livable wage, jobs with self-esteem, connection with employers to lead directly to employment, and assistance in relocation. The paper addresses educational program design, emphasizing adaptable, transferrable skills and initial assessment of recipient needs. Key in curriculum redesign will be adapting existing programs to shorter time frames, and integrating basic skills, general employability skills, and specific subject matter skills. The paper also stresses the need for support services in a wide range of areas. A list of 18 specific actions are recommended to local senates.

We urge faculty leaders on your campus to read this paper and take a strong role in developing your college's CalWORKs plan. Guidelines for this plan were distributed by the Chancellor's Office to colleges earlier this month and are due by November 14th. The required elements of the plan are: curriculum development and redesign, coordination, job development/job placement, work study, and child care. Six workshops are being held during September to discuss requirements for the plans: 9/12 Los Angeles CCD, 9/15 Orange Coast, 9/17 De Anza, 9/23 Grossmont, 9/24 Los Rios CCD, 9/26 Modesto.

These plans require the signature of the local academic senate president. Be sure that your senate takes a primary role in developing your colleges' policies and procedures for meeting welfare recipients' needs for new and redesigned curriculum, new program development, and support services for student success, all of which are academic and professional matters.

A joint FACCC/Senate workshop on CalWORKs will be held October 3rd at Laney College and experienced faculty practitioners will share their expertise in addressing student needs under CalWORKs at Academic Senate-sponsored workshops on October 10th at Cerritos College and October 25th at the Peralta District Office. We also plan two more such workshops for the spring.

DISTANCE EDUCATION (TECHNOLOGY MEDIATED INSTRUCTION)

Technology is an on-rushing tide: $14 million was appropriated last year, with 75% distributed to colleges for video conferencing, satellite down links, Internet access, and fiber-optic infrastructure. The remaining 25% was distributed by competitive grants for faculty training and resource development. The Governor initiated the California Virtual University (CVU) with the goal to construct an on-line Internet catalog of distance education courses and programs offered by California higher education institutions. This year's budget has another $18 million for telecommunications and a staff development augmentation of $4 million just for technology.

A wide variety of think-tank-type reports have touted distance education as a solution to our problems —from increasing access to saving money. Technology will be an effective tool for providing instruction and support services only if faculty play a leadership role in how it is used. Here are some of the key issues and how the Academic Senate is addressing them.

ACADEMIC STANDARDS

Distance education is a mode of instruction which must adhere to the same high standards as any other, be it lecture, mastery-learning, self-paced, or whatever. Faculty are the arbiters of academic standards and must assert that right through the separate curriculum committee approval process for distance education courses. (See the paper "Curriculum Committee Review of Distance Education Courses and Sections," Fall 1995). To further this effort a new paper, "Guidelines for Good Practice: Technology Mediated Instruction," will be presented for adoption at the 1997 Fall Plenary Session. A

*(see "**Challenges**" on page 12)*

California Citizens Commission on Higher Education

• *by Diane Glow, San Diego Miramar College, Member, Publications Committee*

The California Citizens Commission on Higher Education has produced a highly critical report on community colleges. Entitled "The Looking Glass Itself: AB 1725," the Commission's report implies without substantiation that both the quality of California community colleges and the number of successful graduates are declining. At the same time, the report omits discussion of the system's strengths, such as its open admission policies. In reaching these conclusions, the authors of the report use misstatements, selective statistics, and unsubstantiated conclusions to portray California community colleges in the worst possible light. Given the biased tone of the report, community college faculty and their Academic Senate must wonder what the Commission's true goal is.

The Citizens Commission is a private, independent group, funded by three non profit foundations and organized to evaluate and recommend policy on higher education in the California. Its 24 members mainly comprise representatives from business and industry many of them current or retired CEOs. Only three members are or have been associated with educational institutions. No member is associated with community colleges and none is a faculty member.

On April 15, 1997, the Commission held a roundtable discussion with community college panelists to consider the operations of California Community Colleges in relation to Assembly Bill 1725. The preliminary report of the April meeting contains the misleading and critical statements noted above.

An important weakness of the preliminary report is the apparent confusion among the Commission, its staff, and the authors of the document concerning the difference between AB 1725 and Title 5. This confusion produces misstatements and inaccurate conclusions. For example, the report alleges that the passage of Proposition 13 and the implementation of free flow "undercut some of the primary reasons for the existence of local boards." The report claims that free flow resulted in local board decisions having a wider effect than just on the voters in their respective districts. The authors seem unaware of the fact that a considerable percentage of out-of-district students were already crossing district lines under cross-district agreements prior to free-flow.

The report argues that Proposition 98 undercut the funding levels of community colleges as provided in AB 1725. The report ignores the fact that AB 1725 was never fully funded and that Proposition 98 set a funding floor, not a ceiling.

The document down-plays, omits, or misrepresents other important issues. Its criticisms of AB 1725 overlook the difficulties encountered by the Chancellor's Office to monitor compliance by local governing boards with state law. Its discussion of personnel fails to mention the replacement of credentials with minimum qualifications or the institution of peer review and an extended tenure review period, all of which have contributed to academic and professional excellence. And the report implicitly assaults local districts' need for flexibility in responding to local circumstances by inferring that different shared governance policies at different colleges is a problem.

The report claims a consensus was established on policy issues at the April meeting that contradict some of the most deeply held views of community college faculty and their Academic Senate. For example, its statement that "participants believed that students could pay higher fees..." is opposed by the Academic Senate, which believes that California should maintain its policy of free access to post-secondary education at community colleges. It also claimed that all present supported, with small qualms, performance based funding approaches. The Senate representatives did not do so.

*(see "**Commission**" on the next page)*

Part-time Issues

• by Chris Storer, Part-time Philosophy Instructor, DeAnza College

In the Spring 1996 plenary session, The Academic Senate for California Community Colleges (ASCCC) adopted the Council of Faculty Organizations Faculty Equity Statement, which emphasized the need for increased awareness of issues deriving from the high level of part-time faculty use within the California Community College System (CCC). Also in the Spring 1996 Session, ASCCC resolved that they should "assure participation of part-time faculty on the Executive Committee" (Resolution 1.5 S96).

Discussion of Resolution 1.5 S96 in the Executive Committee, Educational Policies Committee, and the Standards and Practices Committee, during the 96-97 academic year, and during a breakout at the Fall 96 plenary session, have raised many complicated issues, but have resolved few. These issues fall into two general categories: The participation structure, and compensation issues. Each issue within these general categories is complicated by interaction with state law, Title 5 regulations, and the past practice and principles of the Senate.

Participation Structure

The need for part-time faculty on the Executive Committee lies in a recognition that more than 60% of all CCC faculty are part-time employees whose conditions of assignment create a significantly different educational context and professional point-of-view. Without this voice in senate dialogue, policy is established, decisions made, and actions taken, all based on incomplete information.

Experienced faculty membership on the Executive Committee has been guaranteed by restricting candidacy to current Senators and local senate presidents, or to those who "have been a local senate president or an Executive

*(see "**Part-time**" cont. on p 11)*

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*"**Commission**" from previous page*

Indeed, the very purpose of the preliminary report itself is unclear. Although the Commission says this document is not a position paper, the self-declared purpose of the Commission is to "..develop an Action Agenda to be submitted to the Governor, the Legislature, the institutions of higher education, the business community and the public." In addition, members of the Commission allegedly were chosen for their ability to develop long-term policies in the public interest and actively promote their recommendations before the audiences important for higher education's future." The lack of faculty representation on the Commission is a conscious omission in view of this stated purpose. At the April meeting, Commission staff indicated a belief that those internal to the system are incapable of making sound policy recommendations in the public interest with regard to higher education. It is unclear, however, why the Commission believes it is well positioned to determine what is in the public interest for the vast number of citizens of California.

The Commission stated its deliberation would last approximately eighteen months. With the focus of the roundtable discussion on community colleges and AB 1725, it is not clear if and when the Commission plans to incorporate an assessment of the operations of the four-year public and private colleges (originally stated as part of the Commission's focus).

Academic Senate representatives have indicated that we would welcome opportunities for public dialogue with Commission members to engage in serious debate and deliberation about the future of public higher education in California. We also would encourage the Commission to provide opportunities for members of the public to be included in such public policy deliberations.

The Academic Senate has endorsed neither this Commission nor its report. The methodology employed in the report provokes serious questions and generates concern that the Commission's work will serve to polarize rather than to further higher education in the state. The energies of this select group would be better spent in addressing means whereby California governmental leadership could facilitate community colleges in fulfilling the visions set forth in the Master Plan for Higher Education and AB 1725.

1998 Summer Faculty Leadership Institute

• by Lin Marelick, Institute Coordinator

The 1997 Summer Faculty Leadership Institute was held at Monterey Beach Hotel in Monterey, California. Because of the great demand from college faculty, the Executive Committee decided to increase the number of participants from 50 to 75. Even with the increase, we couldn't accommodate all the people who were interested in attending.
I don't know if it was because we held it in beautiful Monterey, where by the way the wind is stronger than a hurricane most of the time, or because there are so many issues that faculty are facing.
(I know it's the latter.)

Attendees spent four days in rigorous training on issues like the roles and responsibilities of a local senate president and the role of the academic senate on campus. They problem solved case studies and strategized scenarios that have occurred at colleges throughout the state. Along with that, the food was great and we all ate too much!

One of the more exciting exercises that's provided is the 30 minute session called "Agree/Disagree." In this activity, an Executive Committee member reads a statement such as "…local board of trustees should be eliminated and replaced with a regional boards or one state level governing board." Participants are asked to stand near one of five signs that read: agree, strongly agree, disagree, strongly disagree, or not a fight I'm willing to take on. People standing in each area then try to convince those in the other 4 areas to come over to their side, to their way of thinking, on a particular issue. This activity allows for a great deal of interaction between participants, some of it confrontational, some of it humorous, all of it important.

I chuckled when I read one of the anonymous evaluations that identified Agree/Disagree as the most uncomfortable experience for one participant. Reading that made me wonder what it's going to be like for that person when issues get "hot" at their campus? It reminded me of the Leadership Institute in 1995 when then President-elect Janis Perry quoted words from the Des'ree song "You Gotta be Tough, *"…you gotta be tough, you gotta be strong, you gotta be wiser,"* if you want to be a senate president. So True!

The group had the wonderful opportunity to hear Alan Frey from CCA provide two breakout sessions on the budget. Alan gave participants some very pragmatic steps they need to take in order to stay on top of budget issues at their colleges, i.e., how to read the budget and find ways in which moneys are typically hidden. He was well prepared which made these breakouts particularly well received.

Linda Collins, Secretary, provided two excellent breakouts, one on the Carver Model and the other on the Assault on AB 1725. Linda sparked the interest of the faculty by analyzing some frightening scenarios that are currently being played out in higher education and at colleges throughout the state. Others who provided breakouts include Bill Scroggins, Edith Conn, Lee Haggerty, Winston Butler, Beverly Shue, Barbara Davis-Lyman, Len Price, Rich Rose, Nancy Silva and Mark Snowhite. *(Continued on the next page)*

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We really could not have had such a successful Institute if it wasn't for Julie Adams, the Senate's new Executive Assistant. Julie was on top of everything! She made my life as the coordinator very easy. The entire Executive Committee owes Julie a great deal of thanks for all her efforts before, during, and after Monterey.

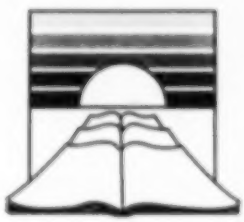
I wish that I wasn't so busy making sure that the ice cream sundae break was on time, or if the dinner count was correct. I would have loved to sit through more breakout sessions. The 1994 Leadership Institute was the first serious activity I attended at the state level and it changed my life. It was after that Institute that I decided to run for the Executive Committee two years later. Since then I have spent countless hours on college campuses across the state working with local senates on their issues. The Summer Faculty Leadership Institute is really one of the most inspiring activities that the Academic Senate provides.

Be involved - come to the next Summer Leadership Institute and enjoy the benefits of this rich experience.

"Trouble" cont. from p 1

For the vast majority of the faculty in our district, however, the real issue is the effort of the majority of our local board members to disenfranchise all those who are duly empowered to speak for their constituencies: the student government, the classified senate, the administrative management group, and the academic senates of our two colleges. And what concerns these groups? Process—or the lack thereof. It was the lack of process that resulted in closed sessions in which the academic senates were stripped of their reassigned time, in which our Chancellor was removed as an interim president and a divisive faculty member was selected in his stead. It is the lack of process in yet other closed sessions during which the Irvine Valley College (IVC) presidential hiring process, prescribed by adopted policy and state hiring regulations, was high-jacked to ensure results that the board majority sought; or the closed session that resulted in the removal of elected faculty chairs and their replacement by deans imported from the other campus, without any prior discussion with affected parties and against the advise of all senior administrators—except IVC's interim appointment. Appalling as these decisions themselves may be, we are most alarmed at the repeated violations of **process** that led to them.

The board majority would have the public believe that legal challenges are being pressed by a few disgruntled faculty; in fact, 73% of the Irvine Valley College faculty has voted no-confidence in this board. Saddleback College's Academic Senate has offered resolutions critical of Board actions, particularly the violation of hiring policies. Recall efforts among a number of groups arising independently in the community demonstrate the broad range of concerns about this board's ability to govern its own actions, let alone govern a community college district occupying 40% of Orange County. Legal actions queue up, supported by community members, students, district faculty, staff, and administrators — taxpayers all. Though ultimately costly to the district, these pending legal actions are undertaken to insist that the actions of our presidents, our chancellor, our board of trustees — and even our Board of Governors — be accountable to the law and to the highest standards of integrity.



*"**Excellence**" cont. from p 1*

colleges ($130). The Board approved the plan "in concept," without deciding the specifics of the formula. This means that the proposal will be presented to the Department of Finance, while the Consultation Council has been directed to work out the "details."

To tie monetary incentives to the awarding of grades and degrees does not seem in accord with a commitment to "excellence." Institutional pressure toward grade inflation, reduced rigor and lowered requirements enshrined in budgetary rewards would not enhance education for students. Faculty should not be placed under this kind of pressure, nor should administrators have to manage their institutions with such a reward structure. Educational standards would likely have to be maintained in spite of such a budget structure, not because of it. Certainly, a perception that our system "pays" for grades—and for degrees—would portend a potential loss of credibility with our four-year partners. Such pressures on academic integrity could undermine the improved and hard-won respect community college faculty have earned with our colleagues at transfer institutions since the passage of AB 1725.

As might be imagined, such a pricing structure for student "achievement" would end up favoring some districts over others. In the formulas drafted by the Chancellor's office, suburban districts would be clearly favored over urban and rural districts. Districts with larger percentages of already well-prepared students would have an institutional advantage over those with larger percentages of underprepared students. Similarly, districts with more students from higher socioeconomic backgrounds would likely enjoy funding advantages over districts or colleges with a higher percentage of students who had to work while attending college. (Scroggins)

Any formula focused on student achievement of certificates, degrees and transfer would penalize colleges with a higher proportion of part-time students and students whose goals were not degree related. In fact, the emphasis on degrees and certificates fails to reflect the reality of our mission; the majority of our students are part-time and tend to have shorter-term educational goals for training, employment or the enhancement of job skills .

An outcomes approach to educational funding for community colleges ignores the basic foundation upon which our system is built: open access. Studies by the UCLA Higher Education Research Institute in 1993 found that, "regardless of where they attended college, the least well-prepared students were five times more likely to drop out than the best-prepared students." Thus, retention rates tend to reflect admission policies rather than retention practices. Graduation rates are even more misleading. Comparisons of expected graduation rates (based upon high school grades and admissions scores) to actual graduation rates would reveal a much more accurate picture of the performance and success of educational institutions. (Astin) To ignore our institutional mission in constructing performance indicators surely would skew the "outcomes" of the new funding approach.

The cumulative effect of such a reward structure over time would be the reallocation of system resources to those districts with relatively more affluent populations and a corresponding disinvestment of system resources in relatively less affluent districts. Funding of such outcomes would encourage colleges to shift resources away from student support services and away from the already more expensive basic skills and vocational fields, toward degree and transfer courses. Such developments surely would challenge the commitments laid out in the California Master Plan for Higher Education, and would upset the complex balance of system resources currently allocated among the multiple missions of transfer, basic skills, vocational education, and economic development. While some may believe that precisely such a reconsideration is in order, such a fundamental system-wide change needs to be made consciously and deliberatively—with opportunities not only for internal dialogue about expected educational implications, but with public scrutiny and opportunity to discuss and debate the likely public policy impacts such an incentive structure would produce.

Beyond the issue of how "details" could be "worked out," or

*(see "**Excellence**" on next page)*

*"**Excellence**" cont. from previous page*

formulas "tweaked" to mitigate damage to particular colleges, the performance based funding approach mistakenly equates accountability with budget schemes. Since AB 1725 mandated regular accountability reporting, the Chancellor's Office has done an admirable job of collecting and reporting upon an increasing number of performance indicators. While a broad concept of "accountability" cannot be reduced to simple performance measures, it should be noted that the California Community Colleges report openly and frequently on some 54 measures in the areas of student access, success, and satisfaction as well as fiscal condition and staff composition. The Academic Senate worked closely with the Chancellor's Office in setting up the accountability measures and advocated for and worked hard to implement regulations regarding student success. Indeed, having plans to address student success on a range of measures is now a minimum standard for the receipt of state apportionment dollars. However, these measures were not designed to support funding decisions.

An examination of one such measure should illustrate the problem. Certificates are the least prescribed and regulated awards within the system. They vary widely from district to district with regard to the required number of units and difficulty. Even within given occupations, there is wide variation among certificates, depending on the needs and requirements of local businesses and skill levels available in given populations. Funding colleges for the sheer number of non-comparable certificates awarded would surely be unsound policy. It would likely build in rewards for the proliferation of certificates without any concomitant assurance to students of the currency of certificates with employers. While this might generate increased levels of paperwork and create an illusion of "improvement," it is hard to see just how this would be an improvement for students or for the state.

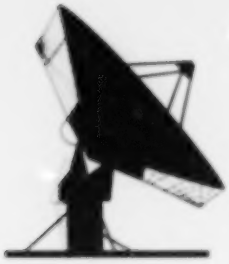
The Chancellor has stated that his main goal in forwarding this proposal was to secure increased funding for the system. He has indicated a belief that this approach would "sell" well in legislative circles. The Governor, according to this reasoning, would not "go for" program based funding anymore. And, since legislators have become enamored of "performance sensitive" funding schemes, it would be politic for us as a system to offer to do it to ourselves first, before it's done to us.

While performance based funding for higher education seemed "fashionable" as a state legislative mandate in the early 1990's, according to a recent Rockefeller Institute report, "developments in several states with newly adopted programs suggest that its momentum may have stalled." (Burke, p. 1) Of the 11 states which adopted this approach, Texas and Arkansas have already dropped it, Kentucky is currently re-examining it, and Florida has recently postponed full implementation. The future of performance funding looks unpredictable in Connecticut. The first state to try such an incentive approach for a portion of its higher education budget, Tennessee, has recently debated its merits and scaled back the amount of funds so devoted. (Burke, Burke & Serban) Why should the California Community College system commit "in concept" to such an approach without a careful and thorough examination of the lessons to be learned from the experiences of these states?

Performance based approaches shift the focus of educational funding from "inputs" to "outcomes." Not surprisingly, a retreat from the commitment to access has been a hallmark of changing funding patterns in states which have adopted performance funding for higher education. Indeed, concern for efficiency over educational quality and access seems to be the main value driving the performance based movement. (Burke; Burke & Serban)

Hastiness of the reform has been a major drawback. Often done in the rush of the political process, the efforts to revamp complex educational systems by budgetary incentives have spelled predictable and costly problems in actual implementation. In the Texas case, a major reason cited for failure was the rush to institute this data driven approach with inadequate data collection capability and lack of clear definition at the inception of what actually constitutes performance and quality. (Bateman and Elliot) Yet this is precisely the process which our system has utilized. At the Chancellor's urging, the Board of Governors committed the system up front to this politi-

*(see "**Excellence**" on p 11)*



Technology Opportunities for 97-98

by Ric Matthews, Chair, Technology Committee

This is a great year for the faculty to gain access and support in the area of educational technologies. The Telecommunications and Technology Infrastructure Program (TTIP) will have provided the following resources for each of 120 community college sites by December:

1. A T1 telecommunications line is being brought to each site. This is the physical backbone (wire) by which each campus can exchange data, and eventually voice and video, with the rest of the system and the 22 California State Universities, which have partnered with us on this venture. Some colleges have in place their own infrastructure to distribute this resource across campus; many of you do not. It is imperative that the faculty play a pivotal role in deciding on each campus where and how this resource is to be utilized. Its deployment is for educational purposes; be sure that you have a primary role in deciding how your campus will use it.
2. Picture-Tel video conferencing units are being installed on each campus with PacBell providing the ISDN line the first year. These units will allow us to videoconference for meetings, but a strong possibility is for the sharing of students and curriculum. This past spring, I taught a course that was broadcast simultaneously at San Diego Miramar College and San Diego City College. The enrollments in this course had been light for a few years, and this allowed us to provide this educational opportunity and to have the students from two campuses interact in a way that previously would not have been possible. Your own campus can create interesting and mutually beneficial partnerships with other higher education institutions, since a standard platform was chosen to aid the ease for connectivity.
3. Provisions allow for all sites to have both analog and digital satellite download capability with a MPEG2 digital standard. Using the network created with the T1 lines it will be possible for colleges to send information to those few community colleges that have the expensive uploading capacity and arrange for airing of programs. This standardization will give the system great potential for training as well.

Along with the infrastructure package, which should be deployed to all sites by December, the initiative provides for some grants to accomplish model projects. One that has been granted at this writing is the 4C@ONE Special Project for faculty training. DeAnza College was selected as the successful grantee to administer a training opportunity for the faculty. The DeAnza model has 9 strategically located partner colleges from around the state: Butte, Las Positas, LA Trade Tech, Marin, Santa Ana, San Diego Miramar, Santa Barbara, San Monica, and Fresno. These partners will become regional training sites for the faculty in their areas. In addition, DeAnza will partner with the Academic Senate for a multi-day summer hands on technology institute to provide various levels of training from novice to advanced. Surveys and needs assessments will be arriving soon to solicit input into the types of training needed, and the best format in which it should be delivered.

In future editions of the *Rostrum* we will bring you information about the other grant opportunities and awards. A grant is being awarded soon in the development of an on-line instructional and curricular resource center that we can all share. Also coming are grants that address distance learning, faculty access to technology (like computers), student services on-line, and bringing universal Internet access to each site and faculty member. Stay tuned. More importantly, get involved - locally, in deciding how these resources will come to the hand of the faculty and students, regionally with the training possibilities, and system wide by helping your college apply for some of these funds and to shape the technological future of our community college system.

"Part-time" continued from p 5

Committee member or officer within the three years immediately preceding the election." (Senate By Laws, Article V, Section 2.) Thus, while a part-time faculty member could currently become a candidate for election to the Executive Committee, this would require a local senate situation which seldom occurs. However, the fundamental goal of selecting experienced and dedicated Executive Committee members should not be compromised.

Somehow, assuring part-time participation on the Executive Committee must be achieved through a process that develops high quality candidates with broad experience while not creating further divisions among the faculty. While it would probably be ideal to establish long range procedures that would encourage stronger participation of part-time faculty in local senate affairs, this is very difficult considering the compensation part-time faculty currently receive for their professional activity. However, a part-time faculty member with little experience of senate issues, or with little experience of the incredible variety of circumstances impacting part-time faculty professional activities, would be unable to fill the need at which part-time faculty participation on the Executive Committee aims.

Compensation Issues

Faculty compensation for Senate activity has always been through district reassigned time for which the district is reimbursed by the Senate. This is consistent with the policy that "all Executive Committee members must retain their faculty status to continue in office." (Senate By Laws, Article V, Section 1.) This practice defines service to the Senate as part of load, and consequently, in the case of part-time faculty, involves us in 60% law restrictions. We certainly want committed professionals on the Executive Committee, but the normal form of compensation would reduce the faculty member to an occasional educator.

The issues raised by the possibility of a separate stipend for part-time faculty service to the Senate involve law, regulation and the collective bargaining agents in ways that are outside the Senate's purview. Collective bargaining agents and the Faculty Association of California Community Colleges can avoid many of these issues since they are autonomous agencies. The Senate is a legal part of the CCC system.

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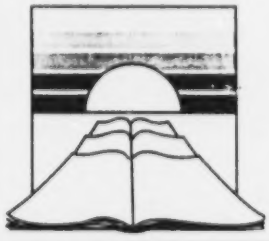


"Excellence" cont. from p 9

cally expedient approach, while demanding that the details "be worked out" in the next six weeks.

The Chancellor brought the proposal for "Academic Excellence" to the Consultation Council over the summer, without time for full discussion of its merits and drawbacks. The Chancellor then proposed this plan to the Board, over the opposition of the Consultation Council. The Board took action despite the unified opposition and testimony of representatives from the Academic Senate for the California Community Colleges, the Community College League of California (representing CEOs and Trustees), the California Federation of Teachers, the California Teachers Association, the Faculty Association of California Community Colleges, and CalSACC.

The Chancellor and the Board may be responding to public perception that the community college system is not doing enough. What does seem clear is that we as a system have not done a good enough job of keeping both the legislature and the public informed of the many and phenomenal accomplishments of our colleges. Nor have the legislature and the public realized just how precious a public asset are the California community colleges. We've all made heroic efforts in the face of consistent underfunding and mounting social demands. We need to take that case to the public. All of us could probably agree with the Chancellor on one

(see "Excellence" on p 12)

"Challenges" continued from p 3

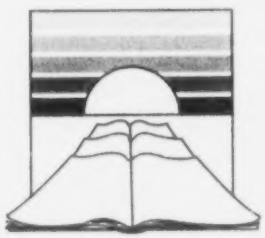
subsequent paper will examine the principles of technology-mediated instruction and make suggestions about how faculty should take leadership in directing the future development of TMI. The Academic Senate is also represented on California Virtual University (CVU) planning committees and continues to assert the need for academic standards within CVU. Additionally, we are looking at possibility of collaborating with UC and CSU faculty on a statement of academic standards in distance education.

FACULTY TRAINING

Flooding colleges with new equipment and technological capabilities does not assure that these resources reach students in a manner which improves instruction and services. Faculty must become familiar with these new resources, explore their possibilities, and adapt them to meet student needs. For the past few years, the Academic Senate has maintained a strong commitment to providing faculty technology training, both during Fall and Spring Plenary Sessions and at special workshops. Plans are underway to expand this effort. The Academic Senate is a partner in the 4C@ONE project to train faculty in TMI based on a two-year $1 million grant (part of that 25% of the $14 million telecommunications fund) obtained by a ten-college consortium led by De Anza College. Preliminary plans include workshops, an online information exchange, and a series of summer institutes (3-to-5 day hands-on training sessions). The Academic Senate is also recruiting faculty to be trained on the new Picture Tel video conferencing equipment. (The contract provides for training 40 participants this fall and 60 next spring.) The Academic Senate also hopes to be a partner in developing the Faculty Resource Center, to be created by another grant awarded this month. We also anticipate being involved in the guidelines for use of the $4 million technology staff development fund just approved for this year.

LOCAL FACULTY LEADERSHIP IN TECHNOLOGY

Your academic senate must play a primary role in assuming that these technology resources now at your doorstep are effectively used. Your college should have a technology plan developed through a process agreed upon by collegial consultation with your senate. The budgeting of the allocations for technology, instructional equipment, and faculty development should follow a process arrived at by collegial consultation with your senate. Courses offered in distance learning mode should be separately approved by your curriculum committee following policies and procedures developed in collegial consultation with your senate. If these events are proceeding without your involvement, assert your rights now!



"Excellence" cont. from p 11

thing: the system needs more money.

As the Texas experiment illustrated, the end is in the beginning. Performance based funding is not an approach which will work for the California community colleges. But the chancellor has enjoined an important debate: academic excellence. We need to devote our time and energies both to further define what academic excellence means and to insist upon that excellence as the ongoing standard. We need to work together to forge sound approaches to securing additional revenue streams to fund such academic excellence for the students we serve.

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SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

2005 TASK FORCE REPORT

• compiled by Diane Glow, Publications Committee Member (exerpts taken from the 2005 Task Force Report)

In an effort to develop strategies for addressing the challenges of the future for California Community Colleges, the Board of Governors and the Chancellor created a task force within the consultation process to recommend actions necessary from now until the year 2005. The task force developed the 2005 Task Force Report which is a compilation of four papers prepared by Chancellor's staff and research from other agencies such as CPEC and RAND. The Academic Senate for California Community Colleges was represented by Janis Perry, Past President, and Linda Collins, Secretary, on the task force.

Points highlighted in this article are taken from the report. The Executive Committee of the Academic Senate has voted to support the draft report at their regular meeting in September 1997. The following points were made in the report:

- "Tidal Wave II" estimates are that an additional 400,000 students will attend community colleges by the year 2005.
- The Rand study points out that the real earnings of workers with only a high school education will be about 40% less in the year 2015 as compared to their counterparts in 1976.
- When population projections are combined with the declining postsecondary education participation rates among some ethnic minority groups in California, the likelihood of a polarized economic and social order in California is increased.
- The CSU system has adopted a policy that reduces its remediation function, which will likely direct more postsecondary remediation to the community colleges. If UC and CSU attempt to increase upper division access, more lower division requirements will be shifted to the community colleges.
- Major welfare reform being implemented by the federal and state governments impacts the role of community colleges in helping welfare recipients make

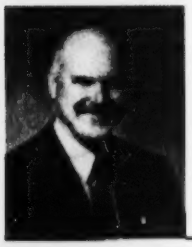
(see "2005" on p 9)

Chancellor Nussbaum Asked to Take the Lead in Diversity Statement

• by Edith Conn, Affirmative Action Committee Chair

The Chair of the Senate's Affirmative Action/Cultural Diversity Committee, Edith Conn, is also a member of the Chancellor's Task Force on Faculty and Staff Diversity and Development. The Task Force at its San Diego retreat in November 1997 asked that a letter be sent to Chancellor Nussbaum asking that he "make a public statement stressing the continued need for encouraging equity/equality in the teaching and learning of students and hiring, developing and promoting of faculty and staff in the community college system." The letter continues by saying that the Task Force "believes it is important for you (the chancellor) to go beyond interpreting what the courts have said and provide leadership on this topic at this critical time." The Task Force met with Chancellor Nussbaum at its October 27, 1997 meeting in Sacramento and is hoping that a statement in support of diversity will come from the Chancellor as well as the Board of Governors. The November 12-13 Board of Governors Agenda item 6.3 stated that "it is expected that the concept of a comprehensive system response with both policy and resource commitments will be submitted through a Consultation Digest into the Consultation Process."

President's Message



Strengthening the Academic Senate Role in Governance

Your state Academic Senate provides a great deal of support to you as a local faculty leader. One of our major goals for this year is to enhance that support even more. As a local faculty senate leader, it is vital for you to start off on the right foot.

Each June the Academic Senate conducts the Faculty Leadership Institute, four days of intensive training and networking to prepare you to be an effective senate leader. Last year 75 faculty from throughout the state attended workshops and were led through exercises and situation analysis by the experienced members of our Executive Committee. In addition, Institute participants get a resource book that is valuable on a day-to-day basis. This year's Institute will be held in Palm Springs from June 25th to the 28th.

Our Geocluster Network arranges senates in regions of 6 to 10 colleges with a local leader to facilitate exchange of information and plan 3 to 4 meetings each year. These meetings provide an opportunity for neighboring senate leaders to get together and share common concerns and successful strategies. They also provide a forum for geocluster leaders and regional Executive Committee members to discuss late-breaking state issues. To contact your geocluster leader, look in your senate directory or call the Sacramento office.

When you have an urgent need or a pressing question, you can always call me directly at our Sacramento office. One of my personal goals for the year is to return your calls promptly. If I cannot meet your need myself, I will put you in contact with someone who can. The officers and members of the Executive Committee are also available to come directly to your campus. I personally have visited 30 to 40 colleges a year, presenting on topics such as shared governance, curriculum, program review, matriculation, and teaching/learning styles.

Our Executive Committee members have expertise covering a wide range of topics. You may have attended one of our Fall Session breakouts and thought of the number of faculty at your college who would benefit from hearing such a presentation. By contacting our Sacramento office and making arrangements through me as Senate president, our presentations can be brought directly to you! We usually ask that you cover the travel and materials costs and make whatever additional contribution your budget allows. However, cost is not a barrier. If you have a need that we can meet, we will be at your doorstep even if you do not have local resources.

(continued on next page)

The Academic Senate for California Community Colleges
Bill Scroggins, President; **Lee Haggerty,** Vice-President
Linda Collins, Secretary; **Lin Marelick,** Treasurer

Publications Committee:
Lin Marelick, Chair, Mission College, Santa Clara
Winston Butler, Los Angeles City College
Alan Buckley, Santa Monica College
Diane Glow, San Diego Miramar College

The Rostrum, September, 1997. The Rostrum is a publication of the Academic Senate for California Community Colleges, 910 "K" Street, Ste. 300, Sacramento, CA 95814. The Rostrum is distributed to all faculty through college academic senate presidents and by individual mailing. Letters and unsolicited articles by faculty members are invited. For deadline information, call (916) 445-4753, or email us at asccc@ix.netcom.com

Many times the problems you face relate to an issue you have with your president, chancellor, or governing board. If you have tried to solve the problem and feel like you are at a stand-still, outside help or mediation may be what you need. The Academic Senate and the Community College League (representing CEOs and trustees) have agreed on a set of shared governance guidelines and a technical assistance process which is available to you. If you are at a point where such intervention may be required, call the Sacramento office for more information. While the shared governance guidelines and assistance process have proved extremely valuable since their creation in 1992, our issues have become considerably more complex since then. In response, the Senate and the League have formed a task force to write an additional set of guidelines on these recent issues and to discuss refinements of the technical assistance process. Lee Haggerty, Lin Marelick and Nancy Silva will join me in meeting with League representatives next month. We plan to have a document ready for presentation at Spring Session.

One of the ways that we at the state level can provide support for your efforts at the local level is to build in defined roles for the local senate. Of course, you are familiar with the collegial consultation process in Title 5 sections 53200-204, written to implement Education Code 70902(b)(7). However, you should not neglect other portions of the AB 1725 reform legislation that strengthened the role of local senates in governance. These are summarized in the box titled "Academic Senate Authorities in the Education Code." Title 5 also has additional authorities assigned to the academic senate which are summarized in a similar box.

Academic Senate Authorities in the Education Code

1. Equivalency to Minimum Qualifications [Ed. Code 87359(b)] The process, as well as criteria and standards by which the governing board reaches its determinations, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors...

2. Hiring Criteria [Ed. Code 87360(b)]

No later than July 1, 1990, hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by the representatives of the governing board and the academic senate, and approved by the governing board.

3. Administrative Retreat Rights [Ed. Code 87458(a)]

The process by which the governing board reaches the determination shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member...

4. Tenure Evaluation Procedures [Ed. Code 87610.1(a)]

...the faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining on these procedures.

5. Waiver of Minimum Qualifications for Tenure [Ed. Code 87615(b)]

The process by which the governing board reaches the determination shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that rare and compelling reasons exist to grant tenure...

6. Evaluation Procedures [Ed. Code 87663(f)]

...the faculty's exclusive representative shall consult with the academic senate prior to engaging in collective

(see "Governance" on page 15)

Legislative Update

• *by Lee Haggerty, Legislative Committee Chair*

The 29th Plenary Session of the Academic Senate for California Community Colleges was held from October 30 to November 1, 1997 at the Los Angeles Airport Marriott. During that session, 105 Faculty Delegates, along with six (6) members of the Board of Governors, the Chancellor and portions of his staff, students and staff of the community colleges, reviewed and collaborated on the major academic, legislative and institutional issues facing the community colleges. There were 86 resolutions presented to the Plenary Body, of which 63 were approved.

The Legislative Committee of the Academic Senate proposed and presented three (3) breakouts to the body and invited experts within the state system to provide information and answer questions concerning policies and decisions, as-well-as the effects of the changes being proposed and implemented.

Chancellor Tom Nussbaum and former Chancellor Jerry Hayward discussed the ramifications and procedures for the reform and elimination of sections of the Education Code, for which Nussbaum has hired Hayward to take responsibility. Nussbaum and Hayward were asked about the impacts of this reform on the structures and functions regulated by those codes that are to be reformed or removed. There was also great concern about the process and procedures that will be utilized to accomplish this goal. Information given by both Nussbaum and Hayward appeared to be sketchy and left the participants with further questions and concerns.

Chancellor Nussbaum was asked about other issues such as the lack of compliance by colleges to the 75/25 Hiring Ratio and Shared Governance provisions, his unwillingness to include a Budget Change Proposal (BCP) for New Faculty positions to the Governor and expenditures for new technologies.

The Chancellor was asked to comment on the contents of the "State Of The System" address he had previously given to the Chief Executive Officers group. There were specific concerns about the Academic Excellence proposal the Chancellor presented to the Board of Governors, his legislative package for the community colleges and the effects new welfare reform legislation will have on the community colleges.

Patrick McCallum, Executive Director of the Faculty Association for California Community Colleges, and Christopher Cabaldon, Vice-Chancellor of Governmental Relations, presented a second breakout session for the Legislative Committee focusing on legislation and the state budget.

Patrick McCallum discussed the Governor's Budget for California Community Colleges and gave information on the politics of the legislature and the legislation passed by that body. He discussed the effects those bills will have on the community colleges and explained the political issues of the Board of Governors, the Department of Finance, the Chancellor's Office and the Legislature. He said that faculty have the ability to influence that process, and he encouraged increased involvement from all through advocacy.

Christopher Cabaldon discussed the legislation proposed and passed in this session of the California Legislature and shared his perceptions of the ramifications of the actions taken. He expressed his views on how the leaders within the community colleges could influence the Governor and the Legislature to gain more support from them. Christopher is a recent acquisition of the Chancellor's Office and indicated that he would report additional developments by way of the scheduled Legislative Advocacy meetings and the Consultation Process.

A third legislative session included Jennifer DuCray-Morrill, Deputy Chief Executive, Office of Governmental Affairs, Policy and Program for the State Teachers Retirement System (STRS), covered the

*(see "**Commission**" on p 16)*

Technology Training

• *by Ric Matthews, Technology Committee Chair*

With the buildout of the Telecommunications and Technology Infrastructure Program (TTIP) in conjunction with the California State University (4Cnet), and the establishment of minimal technology hardware standards on each community college (T1 line, Videoconferencing, and satellite download) it is time to turn our attention to applications. Utilization of the infrastructure is tied in large part to the training available. Therefore, as part of the TTIP funding, there is a statewide coordination of training grant which identified DeAnza College as the fiscal agent. This project has been initially named the 4C@ONE project (California Community College Consortium at Outcomes Network for Educators), and it represents a collection of 10 coordinating college partners who are leading the planning and delivery of technology training for faculty and staff across the state. The partner colleges are Butte, DeAnza, Fresno, LA Trade, Las Positas, Marin, Santa Ana, San Diego Miramar, Santa Monica, and Santa Barbara.

The two year grant calls for two studies to initially occur prior to training. The first study involves two and four year colleges to review and establish benchmarks of good practice in the various uses of technology. The results of this survey will serve as a starting spot in planning future training and will be made available to the field. This work was completed in late November. The second phase of surveys will be to poll the faculty in a selected statistical survey of representatives. A questionnaire will be placed in the hands of the involved faculty by mid-January, with the results due back in early February. This data will be tabulated and analyzed by a researcher and the consortium team to provide the basis for future planning.

We have many common issues in the arena of technology training, and it seems to make sense to coordinate our efforts and maximize the use of the staff development dollars. The idea behind the consortium is to coordinate regional training both on your campus and regionally as appropriate. A training schedule will be coming forth in the mid-Spring. An important component of the technology training will be a multiple day live-in/hands-on opportunity cosponsored by the Academic Senate and 4C@ONE, to give faculty a experience with the hardware and software, and to come away with tangible products and skills.

Watch for announcements from both groups and apply early.

Affirmative Action/Cultural Diversity at the Fall Session

• *by Edith Conn, Executive Committee Member*

The Affirmative Action/Cultural Diversity Committee sponsored two breakouts at the Fall Session, focusing on teaching and learning diversity and the effects of Proposition 209.

Led by Toni Forsyth, DeAnza College, and Neelam Canto-Lugo, Yuba College, the Teaching and Learning Diversity breakout featured a discussion by Toni Forsyth who is director of the "Center for the Study of Teaching and Learning Diversity in Higher Education" at DeAnza College. Funded by a grant from the Chancellor's Office, the Center is sponsoring a national conference April 8-11, 1998 at the Doubletree Hotel in Monterey. One of the features of the conference is an emphasis on different teaching and learning styles, reflecting needs of our diverse study body. In order to illustrate a diverse teaching style, Neelam Canto-Lugo used those attending the breakout as students in an experiential activity, involving one group playing the role of indigenous people and the other group playing the role of invaders trying to impose new cultural standards. In a discussion following the activity, there was extensive discussion and comment of how it felt to be in both groups and how the

(see "Affirmative" continued on p 6)

"Affirmative Action" cont. from p 5

groups tried to work together and separately to fulfill their roles.

In another breakout entitled "The Post Prop 209 World" Vice Chancellor for Human Resources Jose Peralez was joined by Ron Cataraha, director of Human Resources at Rio Hondo College, and Annjennette McFarlin, from Grossmont College, in describing the community college world now that Proposition 209 has been declared the law in California, following judicial review of several challenges brought by Prop 209 opponents. Vice Chancellor Peralez reported that on October 10, 1997 the Governor was given "standing," the legal status to proceed with his law suit asking that many community college laws and regulations be declared unconstitutional under Proposition 209. However, numerous updates have been issued by the Chancellor's office advising districts to continue to adhere to guidelines regarding employment, affirmative action and minority, women and disabled contracting goals. State statutes still direct districts to undertake these activities. Districts must continue to comply with these laws until an appellate court declares them to be unconstitutional or until the Legislature amends or repeals them. In the course of the breakout there were members of the audience, supporters of Proposition 209, who challenged the Vice Chancellor, who very effectively countered their arguments.

Also on the panel Annjennete McFarlin, speech instructor at Grossmont College, reported on the very effective intern program that she directs for the San Diego area. Many of the interns have been hired full time in the community colleges. Ron Cataraha, human resources director at Rio Hondo College, discussed efforts at his college to maintain diversity despite the adoption of Proposition 209.

According to a Board of Governors agenda item for the November 12-13, 1997 meeting it is hoped that "a comprehensive system consensus will emerge that commits sufficient resources to ensure that we find and fund new ways to maintain our commitment to diversity in a post-Proposition 209 environment." (This article is indebted to the Board Agenda Item 6.3 November 12-13, 1997 for some details.)

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Center for the Study of Teaching and Learning Diversity in Higher Education Sponsors a National Conference on Teaching and Learning Diversity in American Higher Education

Toni Forsyth, Senate president and English faculty member at DeAnza College is the director of the Center for the Study of Teaching and Learning Diversity in Higher Education, funded at DeAnza College under a Chancellor's Office Grant. Many research and other activities are being carried out and planned by the Center, but one of particular interest to community college faculty is the National Conference on Teaching and Learning Diversity in American Higher Education planned for April 8-11, 1998 at the Doubletree Hotel in Monterey.

The Conference features notable addresses and dialogues with, among others, Broadway award winning actor B.D. Wong who will open the conference with an address entitled "All the World's a State: Supporting the Transformation from Exclusion to Inclusion." Other speakers include Claude Steele speaking on "How Stereotypes Shape Intellectual Identities: Minority Students Achievement and Success;" Susan Johnson discussing "Teaching and Learning Alternatives, " and Jose Cuellar, "Higher Education at the Crossroads: Hanging Out at the Corner of Lecture and Arts." In addition to breakout panels on a variety of topics and issues, there will be pre-conference workshops with community college faculty offering full and half-day presentations on such topics as "Crosscultural Communication in the Classroom," "Learning Styles and Teaching Skills," and "Micro-Teaching: A Teaching Skills Workshop." In addition there will be a unique "City as Text" workshop using the special Monterey environment as a subject for aspects of teaching literature, history, and environmental studies.

Proposals for those wishing to make presentations are still being accepted. Please Contact Toni Forsyth at DeAnza College for more details, including registration information and a conference brochure: 408-864-8993.

(see "Affirmative Action" next pg)

Technology Issues from the Fall Session

• by Ric Matthews, Executive Committee Member

The Fall Plenary session approved a number of resolutions around the issues of technology. The Executive Committee, through the Technology Committee, put forward a paper entitled "Guidelines for Good Practice: Technology Mediated Instruction." There are a series of recommendations concerning good teaching, applicable to any form of teaching, but with an emphasis on the use of technology mediated instruction. We encourage faculty and curriculum committees to read and incorporate these suggestions for good practice across the curriculum. This document will be mailed to your campus Senate Office and will be on the senate Web Site: www.academic_senate.cc.ca.us.

A series of resolutions also passed concerning a redefinition of the Title 5 language, which many had come to know as the face to face requirement. It was moved that this language would become "Effective Instructor-Student Contact," where the emphasis is on requiring that the faculty member needs to insure that there is "effective" contact with their students. The resolution also recommends that the Ed. Code be amended to include interactive forms such as email, chat rooms, video-conferencing, and the telephone. The Executive Committee will be working with the Intersegmental Committee of Academic Senates (ICAS) on defining effective contact that is acceptable for articulation. This underscores the primacy of the faculty in establishing effectiveness as a key to maintaining the quality of the curriculum. The Executive Committee will come forth with guidelines for effective interaction at the Spring session. The steps necessary for these resolutions to actually change the language of Title 5 will be for the Executive Committee to agree on the exact language in early January, take the item to the Consultation process in mid-January, and to the BOG for a first reading in January. A second reading by the BOG will take place in March following public hearings. If all are in agreement, it could be become

*(see "**Technology**" on p 10)*

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*"**Affirmative Action**" continued*

AFFIRMATIVE ACTION/ CULTURAL DIVERSITY RESOLUTIONS

At the 1997 Fall Session several resolutions were adopted relating to affirmative action and cultural diversity issues. Among the issues addressed by the resolutions were these:

1. Calling on the Chancellor to search the Education Code and Title 5 to remove gender-biased words/phrases and replace them with gender neutral terms in areas of the law and Title 5 that relate to community colleges.

2. Urging local senates to continue to ensure that affirmative action regulations be enforced on their campuses, citing the Senate's many positions in support of affirmative action over the years.

3. Direct the Executive Committee to work with the Chancellor's Office to hold a series of affirmative action workshops that will involve teams of attendees from all segments of the colleges in order to address ways of promoting diversity efforts in community colleges.

4. Working with the Chancellor's Office in its review of Title 5 to include "sexual orientation" in the anti-discrimination statement for California Community College system.

5. Urge local senates to support affirmative action by including training for hiring committees, promotion of faculty intern and mentoring programs, and to continue outreach efforts to hire diverse recruitment efforts.

6. Urge the Chancellor's Office and the Board of Governors to be aware of, and to stop, discriminatory practices in hiring at some colleges using "lateral transfer" as an excuse and to correct regulations which permit hiring loopholes under the guise of "business necessity" and college "reorganization."

29th Fall Plenary Session, Another Success

• *by Winston Butler, Executive Committee and Publication Committee Member*

The Academic Senate for CCC held its 29th Fall Plenary Session at the LAX Marriott Hotel October 30 - November 1. Over 350 people attended the session representing 107 Community College faculty. The participants addressed a number of important issues during the 41 breakouts presented by the ASCCC Executive Committee. This year's theme, *Access And Excellence: The Primary Role Of Faculty*, evoked a variety of topics such as: Changes in "regular personal student contact" requirement for distance education in Title 5; rewriting of the Education Code as being done by the Chancellor's Office; implementing the new CalWORKS legislation; implementing Prop. 209; and program discontinuance.

Although the session was made up predominately of faculty, other participants included Board of Governors members David Lawrence, Vishwas More, Phil Forhan, Julia Wu, Yvonne Boddle, Pat Siever, and CC Chancellor Tom Nussbaum and a number of his staff. This added some counter discussion (if not unifying points of view) to the three days of diverse, informative and often provocative educational activities. Pat Siever, new Board of Governors member, past VP ASCCC and Professor of History in the LACCD, received a standing ovation after an inspiring speech at the Friday luncheon. As many faculty commented, it was good to have one of our own as a member of the Board of Governors in attendance at our Fall Session. Other speakers included: Jacqueline Woods, Liaison for Community Colleges; David Katz, Global Education Industry Manager for 3Com Corporation; and Sally M. Havice, California State Assemblyperson. Anthony Gamble, Senate President, West LA College gave the opening welcome on Thursday.

The positions that the Senate takes on important statewide issues ultimately affecting local college concerns were informed at the traditional voting session on Saturday. This year 86 resolutions were presented. The final breakdown on the disposition of the resolutions was: 63 adopted, 2 non-urgent, 10 failed, 5 referred to the Executive Committee, 3 moot, 2 withdrawn, and 1 called out of order. As of this writing the Fall 97 resolutions in final form have been mailed to faculty Senate Presidents at each college statewide and should be available for your examination.

Although a lot of work was accomplished during the three days, there was time for participants to unwind and have a little fun. The Thursday night dinner and entertainment, which included the outstanding dance performance by the Lula Washington Dance Troupe, was enjoyed by all of us. The

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Halloween party after dinner included a "howling" dance performance by the Executive Committee. The performance began as a ghoulish resurrection from an imaginary cemetery where members drifted into the audience and dragged bystanders back onto the dance floor. Exec. members who anticipated foul play (ask Len Price about this) hid while the others gathered for the pre-dance instructions. It was a hoot!

"2005" continued from p 1)

the transition to family-supporting work.

• In 1996, legislation was passed adding economic development to the community college mission statement. There is an increasing trend for community colleges to develop partnership programs with business and industry to provide continuing education for the currently-employed workforce.

• While immigrants comprise nearly 20% of California's population, they represent nearly 50% of the population growth between now and 2005. The rising number of immigrants, particularly from countries with lower per capita educational levels, increases the need for ESL and basic skills development.

• The Community College participation rate of African-American males was cut in half between 1977 and 1995 while the rate for African-American females dropped by nearly one-third.

• Another cause of concern is the low participation rates of Hispanic students when compared with other ethnic populations.

• Accommodating the "Tidal Wave II" increase in the 18-24 year old cohort along with a modest correction in the participation rates of African-American and Hispanic adults will require an increase of 10 "points" to a participation rate of 68 per 1,000 adults.

(see "2005" on p 16)

"Fall Session Elections"

• *by Nancy Silva, Chair, Elections Committee*

At the Fall Session 1997, a special election was held for the office of Treasurer. Debra Landre, San Joaquin Delta College, who held the office of treasurer as of Spring 1997, resigned last June when she was elected CCA President. Also in June, the Executive Committee appointed Lin Marelick, Mission College, as Interim Treasurer. Lin had been serving on the Executive Committee as North Representative. In anticipation of Marelick's possible candidacy for Treasurer at the Fall Session, the position of North Representative was announced in the Fall Session mailing. If Lin Marelick decided to run for the office of Treasurer and was successful, then an election would need to be held to fill the vacancy for North Representative. Four senators declared themselves as candidates if a North Representative election was held. The candidates were Jim Higgs, Modesto Jr. College, Kevin Twohy, Diablo Valley College, Ian Walton, Mission College, and Angela Willson, Yuba College.

Lin Marelick was successful in her election for Treasurer and an election to fill the North Representative vacancy was then held. In the election for North Representative, Ian Walton and Angela Willson were successful in accumulating the most votes. A run- off election was then held between Walton and Willson. Walton received the majority of the votes in the election and was elected to the Executive Board in the position of North Representative.

The election was conducted by the Election Committee, which is comprised of Allen Boyer, Modesto Jr. College, Donna Ferracone, Crafton Hills College, and myself, Nancy Silva, Election Chair, American River College. Tellers for the Fall 1997 election were: May du Bois, West LA College, Dan Crump, American River College, John Pellonni, Cerritos College, Julie Willard, Irvine Valley College, George Carlson, Citrus College, Ann Holiday, Coastline College, Robert Wachman, Yuba College, Sheila Martin, Fresno College.

General elections will be held at the Spring 1998 Session for the offices of President, Vice-President, Secretary, and Treasurer. Elections will also be held for the Executive Committee member positions of North Representative, South Representative, Area B, Area C and At Large Representative. Announcements for the Spring general elections will be sent out with the session mailings.

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*"**Technology**" continued from p 7*

statute by July 1, giving the colleges new direction for technology mediated instruction. This statute would sunset in the year 2002, and a report to the BOG concerning the future of TMI would be made, based on data collected from practicing colleges. An additional resolution was passed which would ask the BOG to enforce distance education regulations and deny funding to districts violating these regulations. It is important to maintain the integrity of the curriculum of the entire system, as local liberal misinterpretation of the regulations can jeopardize the articulation agreements of all campuses. Several resolutions addressed the need to secure additional funding for technology. While many individuals see technology as some magic panacea for all the aliments we have it is obvious that we will need increased and ongoing funding to support the purchase, maintenance and technical support for the best tools to do the job. The importance of technology was underscored by the resolution ensuring the access to computers and other technology by faculty in locations most productive to faculty (i.e., their office), with the appropriate support, and ongoing maintenance. A resolution also broadened the definition of technology beyond the computer.

A final resolution directed the Executive Committee to look at models for a new instructional curricula, where technology mediated instruction might offer courses that have very different start and ending dates than the traditional campus based courses.

Is Your College Ready For The Report Card

• *by Len Price, Chair, Occupational Education Committee*

The First Report Cards that Assess Community College Vocational Education programs will be disseminated March 31, 1998.

SB 645 (Johnston), The Job Training Report Card bill was signed into law October 11, 1997. Under this law the State Job Training Coordinating Council (SJTCC) is responsible for oversight of *employment* and training programs at the state level.

This bill would require the State Job Training Coordinating Council to establish a subcommittee with a specified membership to develop an education and job training report card program to assess the accomplishments of California's work force preparation system. The bill would require the subcommittee or an operating entity under contract to the subcommittee to compile information on the performance of state and federally funded education and training programs, as specified, and to issue annual report cards for all providers of these programs measuring the effectiveness of the individual providers and of the various programs that constitute the state's work force development system. The subcommittee or operating entity would also issue a statewide report card measuring the effectiveness of the entire system of work force preparation.

This system shall measure the performance of state and federally funded- education and training programs. Programs to be measured may include programs in receipt of funds from the Job Training Partnership Act, the Carl Perkins Vocational Education Act, the Job Opportunities and Basic Skills program, the Food Stamp Employment and Training program, the Wagner Peyser Act, the employment Training Panel, adult education programs as defined by paragraph (9) of subdivision (b) of Section 10521, vocational education programs, and certificated community college programs.

The outcome measures that have been approved by the committee to be in the report card are:

1. Employment Rate
2. Length of Employment Retention
3. Earnings Before and After Program Participation
4. Rate of Change in Unemployment Insurance Status
5. Rate of Change in Status from Tax Receiver to Tax Payer
6. Rate of Advancement to Public, Post-Secondary Education

As SB 645 did not specify the customers for the report cards, the PBA Committee identified the following:

- State and federal funding and oversight agencies such as the Governor, the legislature, and the federal Departments of Labor and Education
- State and local-level agencies that provide workforce preparation services and service delivery system operators such as the California Community Colleges, operators of other state and federally-funded programs, and One-Stop Career Centers operators;
- Individuals interested in jobs and careers; and,
- Employers interested in selecting training providers for their employees, employers interested in hiring training providers' graduates, and employers desiring to have an influence on the quality of workforce preparation programs.

The Applied Management Planning Group has been contracted by the SJTCC to produce the report card. The following is part of a report they made to the SJTCC.

Public dissatisfaction with the perceived performance of job training and vocational education has generated a host of new federal and state performance requirements to improve the accountability of programs. These requirements are part of a larger effort to improve the transition from school to work and to speed the transfer of displaced workers to new jobs. New legislation proposed by the Clinton administration embodies many of these national goals. The National Research Council's Committee on Post secondary Education and Training for the Workplace recently conducted a comprehensive study which concluded that improved information is the key to

(see "Report Card" on p14)

The California Virtual University

• by Ric Matthews, Chair, Technology Committee, and Alan Buckley, Publications Committee Member

The Academic Senate, along with representatives from the Chancellors Office, University of California, California State University, and other public and private education institutions in California, is part of Governor Pete Wilson's design team for the California Virtual University (CVU). The design team is charged with proposing to the governor a blueprint for serving the needs of California students and employers through emerging technology-enhanced educational programs and distance education. The faculty of California's community colleges and their Academic Senate support efforts designed to expand educational opportunities to all students in our state and nation and to utilize more effectively new technologies (e.g., the Internet). We therefore support Governor Wilson's initiative to create a virtual university. At the same time, California faculty have some concerns about distance education generally and Governor Wilson's initiative in particular, concerns that the Academic Senate will address as a member of the CVU design team.

The idea for a CVU arose from Governor Wilson's decision not to participate in the Western Governor's University, a consortium of colleges and universities throughout our neighboring states. Rather, Governor Wilson chose to showcase California's premiere higher education institutions by creating an alternative program headed by Joe Rodota, the Governor's deputy chief of staff. Unlike the Western Governor's University, which is intended to be an accredited, degree granting institution, the CVU is being promoted as a brokerage house, a clearinghouse of information for prospective students and employers. Interested persons will be able to log-on to the Internet and receive information on those colleges and universities in California that offer distance education classes. A pilot website on the Internet has been created and can now be viewed at http://www.vudesign.ca.gov/Default.htm.

The Academic Senate of California Community Colleges is committed to both the success of the CVU as well as its academic and professional integrity. The Senate's Mission and Academic Policy committee, working with President Bill Scroggins and the Technology Committee, has identified several concerns about the CVU. Among our principal concerns are accreditation, articulation, course and program development and delivery, technological infrastructure, student support services, and fees and cost recovery.

Accreditation

Each college or university that offers courses through the CVU will be responsible for granting credit and ensuring academic standards. However, community colleges are subject to numerous regulations, restrictions, and procedures in approving distance education classes, some of which are contrary to the spirit of the CVU. The Western Association of Schools and Colleges, for instance, has different definitions and standards for courses offered at a distance than those offered in a traditional lecture/discussion format. The WASC requires colleges to seek separate approval for distance ed courses. Similarly, Title 5 requires colleges to have a separate review process for their distance education courses. Title 5 also requires community colleges to have significant face-to-face contact between students and faculty in all distance education classes, a requirement that is contrary to the spirit of the CVU. To assist faculty in navigating these complex and contradictory requirements and to develop new offerings, the Academic Senate has adopted guidelines for the curriculum committee approval of technology mediated classes. The Academic Senate also resolved at its Fall 1997 Plenary Session to seek repeal of the face-to-face requirement. The Academic Senate will also press the CVU design team to confront and resolve the many issues surrounding accreditation so that community colleges will not be disadvantaged in the provision of distance education offerings.

Articulation

For community college students to benefit from a virtual education, they must be able to plan a course of study with some assurance that classes taken through the CVU must be fully accepted by our transfer institutions. At present, community colleges have

received no assurances from UC, CSU, or private universities that CVU courses taken at participating campuses will articulate. Indeed, community colleges already have serious, unresolved articulation problems with more traditional instructional delivery methods. Project ASSIST may offer one solution to difficulties faced by our students in making important decisions about course selection in the absence of adequate articulation agreements. While this data base has greatly improved, students have no assurances that ASSIST will be hot-linked to the CVU website and thus enable them to determine whether their proposed program will really be articulated with transfer institutions. Our public and private sister institutions, as well as the CVU design team, need to resolve this issue.

Course and Program Development and Delivery

Few community colleges in California are equipped to deliver courses utilizing this new technology. And relatively few faculty have been trained to prepare classes that effectively utilize this technology. Courses designed and tested for a classroom setting may not easily be delivered at a distance, where the student has a greater independence and burden for self-directed learning. Colleges have provided few incentives and little support to help faculty convert courses for distance delivery. Neither the governor nor the design team nor the Chancellor's Office has identified funding support to promote adequate curriculum and faculty development in these areas.

Infrastructure

Most community colleges also lack the physical infrastructure to deliver courses at a distance. The Telecommunications and Technology Infrastructure Initiative is a step in the right direction and the necessary backbone is beginning to appear. But many colleges are not ready to participate fully in the CVU. Hardware for communication lines and servers need to be available to support this effort. Technical support must be adequate to maintain this equipment. We need to be sure that this infrastructure is robust enough on each of our campuses to ensure that they will support the delivery method consistently.

Student Support Services

Counseling, financial aid, library resources, and tutors are essential for most community college students. The CVU design team has yet to resolve the problem of access to such services for students served at a distance. Indeed, technology mediated instruction may be simpler to deliver than technology mediated student services. California community colleges should not have to sacrifice their historic mission as open admission educational institutions in order to participate in the CVU. But unless the unique needs of our diverse student body are recognized and addressed, we may be forced to forgo participation.

Fees and Cost Recovery

Distance education may be a better way to teach some students, but it is not a cheaper way to teach. Particularly if the requirement of effective student-teacher contact is fulfilled, class sizes may have to be smaller for courses delivered at a distance compared with more traditional classroom methods. Faculty across the state are already swapping stories about the avalanche of email received from their traditional students. Certainly, the current structure of FTE funding for community colleges may not allow those institutions to capture fully the additional costs (new technology, faculty development, additional faculty load) associated with technology mediated instruction. The CVU design team has yet to address issues of apportionment and instructor load/compensation, issues that may prove critical to the initiative's success.

These are just a few of the issues that are unresolved as of this writing. Other matters include: what information must be posted on the CVU home page and which must be on the college home page? Who will post this information? Who will keep it current? How will the campus curriculum committee play a role in maintaining the quality and integrity of these offerings? As the Academic Senate for California Community Colleges and its representatives on the design team grapple with these questions, we urge local academic senates to take a proactive and cautious role in their campuses participation in the CVU, until these issues are more fully addressed. We must not compromise the integrity of our programs or colleges in an attempt to meet a politically determined time-line.

"Retooling" the Curriculum for CalWORKS

• *by Jackie Butler, Long Beach City College,*
Member of the Academic Senate for CCC Welfare Reform Ad Hoc Committee

What is retooling?
How do you do it?
Why should you retool?

Curriculum should be timely and competitive. As faculty, we know we should constantly update course content, learning objectives, etc., but curriculum change is a time consuming process. Most of us wait until program review or some other type of college wide mandatory process before we make changes.

What is retooling? Retooling is taking a current, fresh look at what employers/industry expect from our graduates, and incorporating these expectations into the curriculum. The CalWORKS guidelines require curriculum that is competency based, industry driven, completed in less than eighteen months, and that works well for students, such as open entry classes.

How do you retool for CalWORKS?

The easiest way is NOT TO DO IT ALONE. Have a meeting with colleagues who teach similar courses and rewrite the curriculum together. Sound impossible? Six interior design faculty members from Southern California did just that, and developed a three tier program starting with a certificate, then an Associate degree, and finally the Bachelors degree. They would never have done this amount of work individually, but collectively it was less threatening, and actually intellectually stimulating.

Keep your advisory committee informed about what you are planning, and get input from them. Ask them to list the competencies (job skills) they require from a new employee in a variety of entry level positions. DESIGN CLASSES AROUND THESE COMPETENCIES.

Rethink the traditional 3 unit, eighteen week semester. Design classes that are SHORT TERM (for example, 1 unit class offered 6 hours a week for 3 weeks) and block these classes in time periods to meet the needs of working students and not the faculty.

CUT THE EXISTING NUMBER OF UNITS NECESSARY FOR A CERTIFICATE OR AA DEGREE INTO TWO OR THREE PARTS. Think in terms of six months, nine months, or one year and write the courses accordingly. Offer certificates of completion at each level.

Why should you retool?

1. CalWORKS students will add to your FTE.
2. You will get a great deal of professional pride in knowing your courses are relevant to the world of work
3. CalWORKS is just the first wave of changes in high education where educators will be held accountable for teaching real life skills - get a jump start on this.
4. It is exciting to be part of a new system - particularly when you work with other faculty and do not have to do all the work alone!
5. There is money to pay for curriculum revision so contact academic deans or the person in charge of CalWORKS at your college to get "retooled."

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*"**Report Card**" continued from p 11*

improving post secondary training. In the words of the Committee:

"The absence of good information about results...means that individuals seeking training have to select among available options without knowing much about the track record of different training routes or providers. The lack of reliable evidence regarding impacts also makes it impossible to judge the cost effectiveness *of much post secondary training...Finally, this lack of information about results makes it difficult for policy makers to allocate public resources to programs that are most likely to help their intended audiences."*

California can take the lead in addressing this problem by creating a comprehensive follow-up system for vocational education and training programs which includes occupational information as well as data on earnings and employment.

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"Governance" continued from p 3

bargaining regarding those procedures.

7. Faculty Service Areas [Ed. Code 87743.2]

...The establishment of faculty service areas shall be within the scope of meeting and negotiating pursuant to section 354.3.2 of the government code. The exclusive representative shall consult with the academic senate in developing its proposals.

Academic Senate Authorities in Title 5

1. Hours of Instruction - Late Retirement [Title 5 53310(g)]

Districts are required to fill position(s) by the following Spring primary term unless designees for the district governing board and academic senate jointly agree that it is in the best interests of the district to delay the filling of the position...

2. Student Equity Plans [Title 5 542320(b)]

These plans should be developed with the active involvement of all groups on campus...

3. Curriculum Committee [Title 5 55002(a)(1)]

The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

4. Distance Education Course Quality Determinations [Title 5 55374]

Determinations and judgments about the quality of distance education, under the course quality standards in Section 55372, shall be made with the full involvement of faculty in accordance with...Sections 53200 [et seq.]...

5. Matriculation Plans [Title 5 55510(b)]

The plan shall be developed through consultation with representatives of the academic senate, students, and staff with appropriate expertise, pursuant to Section 51023 et seq.

One of the ways your state Academic Senate has sought to have these various local senate roles acknowledged is by requiring faculty sign-offs on key documents:

1. Matriculation annual budget report (October)
2. Grant applications, e.g., Fund for Instructional Improvement (March and at other times)
3. Accreditation Self-Study, including the right to file a minority report (every 6 years)
4. IGETC and CSU GE-Breadth course submission forms (December)
5. New program approval applications (as locally developed)
6. Staff development plans (every 3 years)
7. CalWORKs comprehensive plans (November)

These faculty sign-offs acknowledge that academic senates have effectively participated in the development of recommendations in academic and professional matters and other issues identified in the Education Code and Title 5. Do not take these sign-offs lightly. Many state faculty leaders have struggled mightily to assure your participation in the decision-making process. Be sure that those who are responsible for preparing these reports and applications know that full faculty senate involvement is required.

Your state Senate has been working with the Chancellor's Office to be sure that all pertinent documents are mailed to local senate presidents as well as to the college contact person on each issue. Read these announcements carefully, get your senate involved immediately, and calendar the due dates to be sure your response is ready.

Keeping up with this flood of information is certainly a challenge for local faculty leaders. One of my personal goals for the year is to assure that essential information is in your hands in a timely and usable fashion. One strategy has been to use our Academic Senate web site more effectively. To that end, we have established a new domain at www.academic_senate.cc.ca.us and expanded the topics covered. Much appreciation is in order for Dave Megill and the faculty at Miracosta College for hosting our site for the last three years. We have a few kinks to work out in our new site, and the Executive Committee will be

(see "Governance" on p 16)

"2005" continued from p 9

• While analyzing long-term postsecondary education needs, the state must also consider the immense costs from not addressing the educational and training needs of the state. Low levels of education for the populace mean increased expenditure for welfare, unemployment and incarceration. From 1975 to 1995, as community college participation rates decreased from 88 to 58 per 1,000 adults, the incarceration rate increased from 92 to 392 per 100,000 adults. In addition, the cost to educate one community college student is $3,500 per year while the cost of incarceration of an individual is $23,500 per year.

• In 1991, a long-range capital outlay community college growth plan was developed identifying the need for $3.2 billion by the year 2005, but this did not include the costs of new technology or new instructional delivery systems. CPEC projections for "Tidal Wave II indicate that 78% of the increased enrollments in post-secondary education will occur at the community college level.

• State allocations to community colleges as compared with K12, UC and CSU demonstrates that community colleges would have needed to receive an additional $800 million in 1995 to equal the smallest of the cumulative increases in the other segments.

• The percentage increase in community college funding is significantly less than other state general fund expenditure increases and net income of private corporations for that same period of time.

• The community college system has not maintained its relative position from 1975 and is not receiving its fair share of state resources. Compared to other states, in 1994, California spent $3,554 per student while the national average was $6,022 per student.

Some revenue alternatives proposed are: 1. Institutionalize the Proposition 98 split. 2. Change laws governing local bond elections to allow for passage by majority vote and allow funds to be used to equip buildings as well as construct them. 3. Constrain student fees in a manner that is moderate. 4. Increase the number of public-private partnerships. 5. Change federal regulations to insure California receives its fair share of federal revenue. 6. Introduce a change in existing tax laws to provide for a tax increase with the funds dedicated to all levels of public education.

"Governance" continued from p 15

reviewing the design in January, but then we should be able to move ahead.

The site will feature all Senate papers and Plenary Session resolutions in a key word searchable format. Documents can be viewed on line or downloaded in formatted versions. An on-line directory of senate leaders will allow you to contact any of your colleagues by phone, email, or snail-mail. Announcements of workshops, institutes and plenary sessions will give complete information including proposed new position papers and resolutions which will be available in a timely fashion for debate on your campus prior to their consideration at plenary sessions. Issue forums will allow you to pose questions and get responses from faculty throughout the state. Distribution lists of academic senate presidents will allow the state Senate and local senate presidents to communicate quickly with colleagues throughout the state. We will distribute our publications on-line as well as by mail: the creative and inspiring annual Forum, the in-depth analysis of issues in the quarterly Rostrum, and brief summaries of current events in the president's monthly Update.

Being an effective faculty leader requires the tools to do the job. Training, networking, collaboration, and access to information empower you to represent your faculty well. It is our goal as your state Academic Senate to put those tools in your hands!

"Legislative" continued from p 4

issue of faculty summer and overload compensation being included as a part of the benefit deduction when determining the base retirement payment amount for retired faculty. This is an issue for the Legislature, the STRS and the Community Colleges.

Not only is the structure of the State Teacher's Retirement System being affected by the policies of the Legislature, but more and more, the community colleges are becoming inextricably connected to the Legislature.

The Legislative Committee of the Academic Senate for California Community Colleges provides the avenue for faculty, students, and staff to become more active in this process. Feel free to contact the Academic Senate Office for more info.

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SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Performance Based Funding: Not A Partnership

• *by Linda Collins, Secretary*

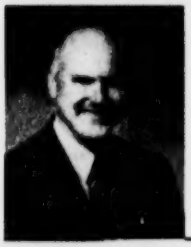
The Governor, picking up on a budget request by the Chancellor and the Board of Governors (BOG) for the California Community Colleges, has proposed funding part of the system's budget on an incentive, or performance basis. Taking their proposal one step further, the Governor established the outcomes: degrees, certificates, course completion, transfer and transfer ready students, persistence and retention rates, specialized training, earnings after education, movement from remedial to college level work. Clearly, the Governor upped the ante: not only were the indicators defined, statewide performance goals and measures would now be determined by consensus of the Chancellor, the Department of Finance, the Legislative Analyst, the Office of Child Development and Education, and the California Post Secondary Education Commission (CPEC). The increasingly centralized definition of productivity and efficiency embodied in this proposal flies in the face of the local nature and character of the community college movement in California.

The Chancellor claimed that the proposal, dubbed "Academic Excellence" and later, "Partnership for Excellence," was needed to convince the Governor to re-invest in the system. Often referring to the proposal as a "quid pro quo," the Chancellor asserted that the Department of Finance and legislators in general were looking for assurances that the taxpayers' money was well spent. Key staff members in the Chancellor's office also asserted that the system needed something that would "sell," that was "sexy," in order to compete with K-12 reduced class size in the allocation of scarce Proposition 98 dollars. The Chancellor was asking for some $100 million per year over ten years to boost system funding to within $1500 per FTES compared to other states (we're now at $3500, well below the national average of $6000); in exchange he offered a departure from the historic, enrollment-based funding system. Moving to a district-specific payout mechanism on the basis of performance on selected indicators of student achievement, the Chancellor argued, would assure the state that the community colleges were serious about accountability.

While $100 million more per year would be most welcome, the Chancellor and the Board have found opposition to the idea of district-specific pay out to be uniform among members of the consultation council and an ongoing task force considering the approach as well as among the various institutional and organizational players within the system. The Master Plan crystallized the central tenet embodied in the community colleges: that all citizens who have the ability to benefit from instruction would have access to affordable, quality educational opportunity. If one considers the cumulative impact of $1 billion differentially awarded to districts over a 10 year period, it's easy to see that such an approach could undermine the

see "Partnership" p 10

President's Message



What is Needed to Realize the Vision of AB 1725?

Many think of AB 1725 primarily for its enactment of "shared governance" and the strengthening of the role of the academic senate, which was discussed extensively in this column in the last issue of the *Rostrum*. It is all too easy to forget the sweeping nature of the reforms of this landmark legislation. A brief article such as this cannot hope to touch all those points, but I have chosen a few for which I feel additional steps must be taken to realize the vision of AB 1725.

Faculty Development

The legislature recognized the importance of faculty development in its intent language: *"Community colleges have less resources available for faculty professional and intellectual development than do other segments of the system of higher education, and this disparity may become a substantial barrier to the future recruitment of quality faculty. Yet, faculty in the community colleges should be no less intellectually engaged than their colleagues in the other segments. Their primary commitment to teaching makes it imperative that they have a vibrant and rich intellectual life. AB 1725, Section 4(j)."*

Ed Code 87150-4 established the Faculty and Staff Development Fund and the legislature has annually appropriated $5 million. The intention of AB 1725 was that funding for staff development would grow from 1/2% to as much as 2% of the system budget, which today would equate to $100 million. The Ed Code also requires a campus committee to assess needs and develop the staff development plan.

Today we struggle to meet the most basic training needs of faculty, still with the annual seed money of 10 years ago. Emerging industries, state-of-the-art technical programs, and infusion of technology all await sufficient support of faculty development. Districts consider the state allocation a ceiling, contributing little of their general apportionment dollars. In fact, it is not uncommon for districts to skim off staff development funds for district-identified special staff development projects, ignoring the requirement for committee involvement. Years-old plans sit in the Chancellor's Office gathering dust.

What is needed to realize the vision of AB 1725? Local funding of staff development has failed in a climate that only rewards enrollment. The Ed Code should be strengthened to require academic senate-developed plans and adequate funding: a 1/2% statutory set-aside with local district 1:1 match, including faculty development budget processes developed by mutual agreement between the governing board and the academic senate. State level training

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The Academic Senate for California Community Colleges
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Linda Collins, Secretary; **Lin Marelick,** Treasurer; **Janis Perry,** Past President
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Lacey Barnes-Mileham, Kings River College
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programs should provide specialized training to college faculty and staff, especially for staff development coordinators who need the expertise to make best use of local funds. These state training programs should be state funded and developed and operated by the state Academic Senate and 4CSD, the California Community College Coordinators of Staff Development.

Full-Time Faculty

The Legislature recognized the essential nature of a core of full-time faculty:

If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over reliance upon part-time faculty, particularly in the core transfer curricula. Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula, or advise and counsel students. Even if they were invited to do so by their colleagues, it may be impossible if they are simultaneously teaching at other colleges in order to make a decent living. AB 1725, Section 4(b)

To enact this vision Ed Code Section 87482.6 states the intent of the Legislature to achieve 75% of hours of credit instruction taught by full-time instructors. $140 million in program improvement funds were appropriated during the two years immediately following passage of AB 1725 to actualize the formulas in Ed Code 87482.6, but nothing since! In fact, during the recession of the early '90s, dependence on part-time faculty increased.

What must be done to realize the vision of AB 1725? Legislative intent has not been enough. The Ed Code should be strengthened to require a percentage of the annual community college appropriation to be used to increase the number of full-time faculty. A 1% annual increase, approximately $50 million compounded each year, could add over 1500 full-time positions annually and achieve the 75% standard within 6 to 8 years. The standard of 75% full-time faculty continues to be reasonable, as does the legislative intent for the use of part-time faculty:

Decisions regarding the appropriateness of part-time faculty should be made on the basis of academic and program needs, however, and not for financial savings. AB 1725, Section 4(d)

We must continue to assert locally that this is the only standard by which hiring of part-time faculty is permitted.

Hiring and Affirmative Action

The Legislature recognized the importance of the faculty role in determining the qualifications for hire of their new colleagues and the importance of the diversity of our future educators.

The state should provide the community colleges with enough resources and a sufficiently stable funding environment to enable them to predict their staffing needs and to establish highly effective hiring processes. [This subsection goes on to specify the essential elements of that process including the role of faculty and administrators, the need for good planning and recruitment, clear and complete job descriptions, affirmative action training, diverse selection committees, and the necessity to normally accepting the hiring recommendations of faculty.] AB 1725, Section 4(t)

It will be imperative for the faculty to be sympathetic and sensitive to cultural diversity in the colleges especially when the student body is continually changing. One means of ensuring this is for the faculty to be culturally balanced and more representative of the state's diversity. AB 1725, Section 4(a)(3)

No single approach to hiring faculty can guarantee attainment of the colleges' affirmative action goals and consistent selection of qualified individuals. Nevertheless, any hiring process adopted by a college should require the joint and cooperative exercise of responsibility by the faculty, administration, and board and should reflect the differing source of each participant's authority and the kind of responsibility that authority conveys. AB 1725, Section 4(s)(1)

Ed Code Sections 87001 and 87355-9 establish the process of minimum qualifications for hire, replacing the credential system. Sections 87102-7 establish affirmative action and the Staff Diversity Registry and Fund. Section 87360 gives the requirement for local governing boards to develop hiring criteria, policies and procedures jointly with the academic senate.

The minimum qualification system has generally worked well. The state academic senate oversees the update of the disciplines list on a three year cycle, next to occur in 1998-9. Local hiring processes generally work well, although friction occasionally develops over

*(see "**Vision**" on page 4)*

Curriculum Committee

• *by Bev Shue, Curriculum Committee Chair*

Based on my many faxes, emails, and phone messages, I am convinced that faculty view the curriculum process as very important yet often overly bureaucratic and cumbersome. Many faculty have expressed similar concerns to me directly during several of my recent visits to campuses around the state. Among the questions I've heard at the local, district, and state levels are: How do we avoid unnecessary rewrites of course proposals? How often should course outlines be updated? How do we deal with prerequisites and levels of scrutiny validation? How do we prepare on-line course proposals? What are the best ways to redesign curriculum for welfare-to-work and CalWORKs programs?

Community college faculty have many resources available to them that can help through these technical and often difficult issues. The *Curriculum Standards Handbook* and the draft policy on good practices in writing curriculum can help faculty prepare new courses. Bill Scroggins, Academic Senate President and past Chair of the Curriculum Committee, is knowledgeable about these matters and has provided technical assistance to many local curriculum committees. Most of the specific concerns I've heard will also be discussed in breakout sessions at the Spring Academic Senate plenary session.

With respect to intersegmental matters, community colleges submit courses each December for fulfillment of the CSU General Education Breadth Requirements and IGETC Requirements. Lois Yamakoshi, the FACCC Liaison to the Academic Senate, and I sit on the intersegmental review panel, which also includes CSU faculty, an articulation officer, a UC liaison, and a CSU Chancellor's Office liaison. This panel reads course outlines, evaluates their strengths, and determines if they fulfill specific categories of general education. The occasional tensions on the panel are perhaps evidence of the seriousness with which all segments view course transfer, articulation, and general education requirements.

Finally, the Curriculum Committee is working with the Library and Counseling Faculty Committee on their information competency draft. More about this important work in future issues of the *Rostrum*.

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*"**Vision**" continued from p 3*

appropriate roles of faculty and administrators. Local academic senates should keep hiring practices current and assure that they are followed.

Progress on diversifying our faculty has been less than satisfactory. It appears that the AB 1725 goal for the diversity of our faculty to reflect that of the general population by 2005 [Ed Code 87107(a)] will not be reached. The passage of Proposition 209 has created a reactionary climate which may further hinder progress on diversity. However, our Title 5 regulations on affirmative action, recently modified with the participation of the Academic Senate, do much to insulate our system from the ravages of Prop 209 and still leave many tools at our disposal.

What is needed to realize the vision of AB 1725? Faculty are still empowered, under our local policies, to make recommendations for hiring of our new colleagues. Each local academic senate should publicly recommit to diversity and vigorously pursue the statutory hiring requirements. The intent language of AB 1725 Section 4(t) should be enacted into Ed Code. This would go a long way towards assuring that local hiring processes are strong and effective. The requirements for technical assistance and compliance monitoring by the Chancellor's Office, as stated in Ed Code 87104, should be followed to the letter. In addition, a complaint process should be initiated so that violations of

*(see "**Vision**" on p 8)*

Counseling and Library Faculty Counted in the 75/25 Ratio

• *by Janis Perry, Past President*

Finally, after five years of research, meetings, resolutions, and debates, the Academic Senate was successful in getting counseling and library faculty included in the full-time/part-time faculty (75/25) ratio calculations. The Board of Governors at their November 1997 meeting approved the regulations making this change. Current counseling and library faculty will be included in the base year number for each district beginning Fall 1998. This base year number is the mandated "maintenance of effort" number that is the full-time faculty hiring obligation which cannot be reduced without the penalty of $40,000 for each position lost. New counseling and library faculty hired from January 1, 1998 on will be included in these numbers as they are hired.

The increase in the base year numbers is beneficial toward new faculty hiring. As the system receives growth money the requirement for hiring faculty increases by the percentage of growth. For example: a district whose base year number is 293.2 and has 20 full-time counseling faculty and 6 full-time library faculty will now have a base year number of 319.2. If growth is declared by the Board of Governors at 3%, at 293.2 (.03 x 293.2 = 8.79) the district is required to hire an additional 8 full-time faculty. Now with the counseling and library faculty included making the number is 319.2 (.03 x 319.2 = 9.57). This shows that the district's full-time faculty hiring obligation for that year requires an increase of one additional faculty hire.

In addition, the full-time counseling and library faculty numbers will be included in the 75/25 ratio calculations. The hours of Counseling and Library faculty services will be counted the same as the hours of instruction of a full-time instructor load. For example, if the number of full-time plus part-time hours of instruction are 300 and the number of full time hours of instruction alone are 100, then only 33% of the hours of instruction in that district are delivered by full-time faculty, a ratio of 33/67 or 50%. This number is obviously way below the required goal of 75% of instruction/services provided by full-time faculty. If the district has 3 full-time counseling faculty (3 x 15 lecture hour equivalents) and 2 part-time counseling faculty hired at 60% (2 x 9 lecture hour equivalents), the numerator and denominator would increase to 363 and 145, respectively. This would change the ratio to 40/60 or 67%. This example, shows a benefit of moving toward 75%, however, the numbers will vary greatly depending on how much part-time faculty are used in the counseling and library disciplines.

In spite of the regulation change, faculty are reporting that, while including these two disciplines increases full-time faculty hiring, there is still a struggle to get counseling and library faculty hires prioritized. The Academic Senate worked diligently to get the regulations changed because student success depends on student access to full-time faculty in ALL disciplines. Also recognized by the Academic Senate through a number of resolutions is that student retention and success depends greatly on the enhanced educational and personal skills counseling and library programs provide to students who participate. With the change in these regulations the Academic Senate continues to believe that faculty must prioritize the hiring of faculty, that priorities are based on student and program needs, and must be that ALL disciplines be given equal consideration in order to meet student needs and achieve the mission of the CCCs.

Program Discontinuance: A Faculty Issue

• by Lin Marelick, Executive Committee Member

At a recent meeting of representatives from college administration, trustees, and faculty, the issue of program discontinuance came up. One of the participants suggested that program discontinuance is not an academic or professional matter. My astonished response was, "Isn't program discontinuance a matter of student success? Aren't standards or policies regarding student preparation and success one of the eleven areas of responsibility for academic senates?" Some member's eyes glazed over and I thought I was heading for a spirited discussion. But the discussion didn't materialize. Why? I don't know, because this is one of the hottest issues facing local academic senates statewide.

The Educational Policies committee of the Academic Senate is presenting the first draft of a paper, entitled *Program Discontinuance: A Faculty Perspective*, at the Spring 1998 Plenary Session. This paper should be an important resource for local academic senates.

The paper cites statutes and regulations that address program discontinuance and lists the major issues faculty will face. The issues include: the role of the local Academic Senate in developing a program discontinuance process; the effects on students of program discontinuance; balancing the college curriculum when programs are discontinued; the educational and budget planning implications of program discontinuance; regional issues; collective bargaining issues; considerations when developing a local model; and recommendations to local academic senates. Proposed revisions of the education code will also be included.

Title 5, section 51022, Instructional Programs, requires local governing boards to submit policies for the establishment, modification or discontinuance of courses or Programs to the Chancellor's office no later than July 1, 1984. A quick phone call to the Chancellor's office indicated that no such policies are on record. Confusion will likely arise if districts discontinue programs in a "willy-nilly" way, without a written process agreed upon through consultation with faculty. That's why local senates have to be on top of this issue at their college.

Faculty should be concerned about program discontinuance for a number of reasons. First and foremost, they should be concerned because their students will be directly affected by potential changes to their educational direction and goals. Second, program discontinuance could strongly affect the surrounding community and industry. Third, the balance of college curricular offerings can be upset and articulation agreements for related disciplines can be jeopardized.

Finally, discontinuing a program can bring up numerous collective bargaining issues including the determination of faculty service areas and faculty retraining. Program discontinuance is seldom a simple matter and should not be taken lightly by local academic senates.

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1998 Faculty Leadership Institute

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at the
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Palm Springs

Make sure that the new academic senate president at your campus has the tools for the job, send them to the Academic Senate Faculty Leadership Institute this summer. Long time senate presidents may want to tune-up their skills or get informed about the latest issues facing faculty.

There are a limited number of spaces available, register early!

Problems at Santa Rosa J.C.

• *by Johnna James, Santa Rosa J.C. Faculty*

Editor's Note: The troubling events that occurred recently at Santa Rosa Junior College are complex and the faculty are still trying to understand them. Here is one faculty member's account of these events.

Faculty rights of tenure, freedom of speech, and privacy are threatened statewide by actions taken by the Santa Rosa Junior College District in response to anonymous letters critical of its President and Board of Trustees.

Beginning in August 1995, a flyer and then a series of anonymous letters appeared which criticized the professional performance and personal character of President Robert Agrella as well as the competency and leadership of the Board of Trustees. In the spring 1996, the Board authorized a secret investigation to identify the author of the anonymous letters. The investigators examined computer files in faculty offices at night and examined documents and analyzed handwriting from faculty personnel files without notice or consent. Dr. Sylvia Wasson, a tenured instructor, was alleged by the investigators to be the author of the anonymous letters. The Board took no immediate action but after copies of another anonymous letter were distributed in the fall of 1996 to the visiting Accreditation Commission, Dr. Wasson was summarily removed from the classroom in January 1997 the day before Spring classes were to begin, and proceedings to terminate her were initiated.

As Dr. Wasson took legal action to protect her rights, the existence of the secret investigation was exposed. The actions of the District became the subject of intense faculty and public outrage. The college's academic senate unanimously adopted unprecedented resolutions expressing no confidence in, and censure of, the President and Board.

Shortly before Dr. Wasson's legal action against the District was to be heard, the District rescinded her removal from the classroom, but the Board continued to allege publicly that Dr. Wasson was the author of the anonymous letters and that the termination proceedings could be reopened. Dr. Wasson has since filed suit against the District in both federal and state courts.

Although the final legal resolution of these events may not occur for years, they have serious implications for faculty rights. Faculty have a right to practice their profession and may only be removed from the classroom for grounds specified in the Education Code. Tenured faculty have a right to continued employment and may be terminated only for cause. These rights protect the right of academic freedom and free speech. The suit filed by Dr. Wasson contends that the District has evaded the limits which protect these rights.

Dr. Wasson was suspended pending a hearing on grounds of "evident unfitness for service" [Ed. Code 87732 (d.)]. Before the hearing could take place, the District lifted the suspension. The District also defeated Dr. Wasson's legal efforts to recoup the money she had spent in her defense.

The District proceeded against Dr. Wasson on the basis that she was the author of the anonymous letters and that the allegations in the letters were false. Dr. Wasson denies that she wrote the letters but claims that the letters are protected free speech. By abating the proceedings, the District not only avoided having to prove that Dr. Wasson was the author but also avoided an examination of the truth of the letters. The Board President has publicly admitted that no money was spent investigating whether the letters' allegations were true even though thousands of dollars were spent investigating their authorship. The District's tactics of administrative action and public accusation combined with systematic avoidance of formal process and determination of facts not only weakens tenure rights but also chills free speech.

The California Constitution expressly establishes the right of privacy. As an aspect of that right, confidential personal information in faculty personnel files should not be used for purposes other than those for which it was obtained. When the District's secret investigation was exposed, a number of faculty were shocked to discover that confidential personal information in their personnel

*see "**Santa Rosa**" on p 12*

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law and regulation which occur in local districts can be investigated and resolved in a timely fashion. This process should include a visitation team broadly inclusive of constituencies, especially the Academic Senate. The statutory authority given to the Board of Governors to withhold funding in cases of violation should be taken seriously.

Peer Evaluation

The Legislature recognized that the professionalization of community college faculty included the need for us to uphold the standards of faculty ourselves:

A person should be granted tenure as a faculty member only after it has been determined through a process of evaluation that he or she is, and will likely continue to be, a positive asset to the community college. In other words, the award of tenure should be an affirmative act, rather than the result of default.

The faculty's inherent professional responsibility to ensure the quality of their faculty peers requires faculty review to be at the heart of the evaluation process leading to tenure decisions. AB 1725 Section 4(w)

Ed Code Section 87663 lays out the evaluation process and recognizes that it is within the scope of bargaining, with consultation with the academic senate needed. Contract (probationary) employees are to be evaluated each year, regular employees every three years. Peer review is required, and must be by departmental or divisional peers of diverse backgrounds. The intent is to include student evaluation "to the extent practicable." Probationary faculty have the right to "clear, fair, and equitable evaluation procedures" to "ensure good-faith treatment without according him or her *de facto* tenure rights." Governing boards are to have written evaluation procedures for administrators which include faculty evaluation "to the extent possible."

While peer review is strong and vibrant on some campuses, others are far from the professionalism envisioned in AB 1725. Some state faculty union representatives decry the need for faculty to do "administration's dirty work" and call for faculty to stop participating in evaluations that can lead to termination. In fact, many faculty feel uncomfortable in this role.

A recently introduced bill, AB 1647 (Scott) calls for broadening the "incompetency" criteria for terminating tenured faculty to "unsatisfactory performance." This change would confuse the evaluation process with the termination process and would clearly be contrary to the vision of AB 1725:

The specific purposes for which evaluations are conducted should be clear to everyone involved. This requires recognition that the principal purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance and help employees who are performing satisfactorily further their own growth, to identify weak performance and assist employees in achieving needed improvement and to document unsatisfactory performance. AB 1725 Section 4(v)(4)

A national debate continues over tenure, with outside organizations such as the Citizens Commission for Higher Education characterizing tenure as a job security program rather than as protection for the free pursuit of excellence with the academy.

What is needed to realize the vision of AB 1725? First, we must recommit ourselves to evaluations of probationary faculty to assure that our colleagues maintain the highest standards for those who become tenured in our profession. If we do not protect the integrity of our profession, in the way that physicians and attorneys see their role, we will provide ammunition to those who seek to destroy tenure. Senates and unions should work together to provide meaningful training to those who evaluate probationary faculty. Staff development resources should be earmarked for those who need to enhance skills at the direction of the evaluation team.

Tenured faculty should continue to benefit from reviews of their work by their colleagues. Likewise, those who have become incompetent or unable to perform their duties should, after complete due process, find other employment. However, those are two separate and distinct needs. Clarifying language should be sought in the Education Code to crystallize the vision of AB1725 that peer evaluation of tenured faculty is for the purpose of improvement and improvement alone! Such language should clearly distinguish the due process for competency review, stating that such reviews take place only under conditions negotiated locally, such as substantiated complaints of ineptitude at or avoidance of one's duties.

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The Other Side of CalWORKs: Issues Colleges Need to Consider

• *by Tonie Hilligoss, Member of the Academic Senate Ad Hoc Welfare Reform Committee*

The growing attention to welfare reform and the CalWORKs program is revealing new issues for community colleges. These programs are intended to provide job-specific education and the support services that will enable welfare recipients to develop the initial skills to get a job. Once employed, individuals will return to college for the more advanced education that will permit them to pursue a better life-style. In order to make this program successful, community colleges must address new issues that are rarely, or at best peripherally, mentioned in the mandates issued by the state.

Primary among these new issues is shared governance. Collegial consultation with the academic senate as well as participation by staff and students is necessary if the challenges of welfare reform are to be overcome. The success of CalWORKs depends on the creation of a learning experience that invites students back, which in turn depends on instructional and student service faculty. Returning students will also depend on the expertise of classified staff, many of whom already work with welfare recipients in offices like Financial Aid. A CalWORKs team comprising representatives from all constituency groups, including students, has a much better chance of designing and implementing a program that will meet its objectives than does any group without varied perspectives.

Another issue is program evaluation. Colleges have traditionally been evaluated on their ability to graduate or transfer students or to place them in jobs for which they are qualified. But CalWORKs will assess the effectiveness of colleges by the success of students after they enter the workforce (e.g., students' ability to keep the jobs in which they are placed). This may require colleges to provide students with social skills in addition to subject matter instruction. This has historically been the job of postgraduate programs, not community colleges. Now, community colleges may have to expand their offerings.

To accomplish this new goal, community colleges may need to establish partnerships with community based organizations to which students can turn for help with clothing, transportation, child care, and other personal matters. Some communities may have organizations in place that are prepared to offer those services, but others will need to help establish them. Another possibility is to identify funding to contract for those services, but current budget guidelines preclude that.

In fact, current budget guidelines are better suited for start-up activities than for ongoing operational purposes. Community colleges need line items for case management and support services such as those discussed above, particularly for the large numbers of students with learning disabilities who are expected to become part of the CalWORKs population. Without the ability to fund those components of the program, our chances of effectively preparing students for the workplace will be severely reduced.

Although welfare reform legislation might fall short of our preferences, we have to make the best of it for the sake of our students. If we address the issues that have not been adequately discussed up to this point, we stand a chance of turning draconian legislation into programs that can positively affect students' lives.

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*"**Vision**" continued from p 8*

The enhancement of the professionalism of community college faculty, which took a major leap forward with AB 1725, must remain an on-going process. Every one of us, every day of our professional lives, feels the demands of one of the most challenging professions one can undertake: education. We deserve no less than complete professional recognition for that critical task.

"Partnership" continued from p 1

very foundation of our system. Differential payouts on the basis of specified student achievement would clearly reward the "haves" in our college communities over the "have nots." While there has been recognition by the Chancellor's office of the need to level the playing field, it has not been built into the proposal.

The Chancellor has gone farther than working with the Governor to put performance funding in budget language. Nussbaum has proposed to the Board of Governors "A Strategic Response" document which would enshrine this approach as policy. Already, legislation drawn up by the Chancellor's office and carried by Migdin (AB2005) would put into law state indicators and a performance funding mechanism. And performance funding for a portion of the budget is among the recommendations made by G. Hayward for revision of the Education Code.

In a previous Rostrum, (September 1997) we noted some of the ethical and methodological concerns with the performance based funding approach. The general incentive funding approach has been marked with predictable problems with goal displacement: the tendency to promote cosmetic improvement in indicators rather than solid advancement in institutional objectives. Furthermore, the use of redundant measures (in this case the overlapping variables of high completion, transfer and graduation rates) will exaggerate the benefits accruing to colleges whose student profiles fit the underlying, interrelated causal factors of higher socioeconomic status, parental education and access to superior high school instruction.

Evidence against the utility of performance based funding approaches in higher education continues to surface. A RAND sponsored study examined in depth the experience of four states that were early implementers of the 1990 Carl Perkins Vocational and Applied Technology Act that mandated use of state performance-based accountability systems. RAND found that while substantial progress has been made in designing and implementing the measures and standards, as of 1994, little attention had actually been paid to translating the resulting data into improvements in programs or services to students. (Stecher, Hanser, & Hallmark, *Improving Perkins*, 1994)

According to a study released by the Association for the Study of Higher Education (ASHE), a harbinger of the future of performance funding can be found in Europe where such efforts have been ongoing in higher education for a longer time. There "the role of performance indicators and funding is declining" amid "growing doubts about the validity of measures in evaluating and rewarding quality—this has lead to a retrenchment in such countries as the Netherlands and the United Kingdom." More focus is being placed on "national and institutional experiments with assessment techniques like peer reviews and quality audits, relegating performance indicators to the role of supporting tools in such efforts." (Gaither, Nedweck & Neal, *Measuring Up*, 1994)

The California community college system should profit from the international experience; it should avoid the pitfalls which have clearly attended hasty, and ill-conceived efforts at performance funding in Texas and South Carolina. The state simply cannot afford to waste funds in chasing chimera—even if wrapped in the appealing rhetoric of accountability. Such simple solutions to complex problems have proven short lived and expensive. A recent *Crosstalk* article characterized South Carolina's performance-based budgeting plan as "mired in detail and confusion." The plan utilizes some 37 variables for the entire budgets of all higher educational institutions in the state. As one university official put it, "This is costing the state a fortune . . . Higher education is in such tough shape in this state, the situation is growing more and more desperate, and we're spending all this

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time and effort on this exercise." (Trombley, Crosstalk 1998)

The California community colleges have indeed done much with decreasing shares of state revenue. The Chancellor and the Board are right that the state needs to reinvest in the success of our students. But, it needs to do so without gimmicks, and without costly and unproven funding mechanisms. Utilizing UI wage data, Friedlander (1996) has shown that degrees and certificates, as well as individual courses, quite literally "pay off" for our students. The Chancellor's office already tracks some 60 accountability variables in the state MIS system, as mandated by AB1725. The system may be ready to commit to generally agreed-upon system goals—but trying to induce certain behaviors by penalizing the communities and students at schools which do not make acceptable progress on improving such measures as completion rates will serve only to further disadvantage districts already in need of more, not less, support. Punishing students and whole regions of the state for not making arbitrary performance gains in serving areas having a higher percentage of underprepared students, and/or students who must work while in school, hardly sounds like promising ground for enhanced academic excellence or for a partnership in the state.

While the Chancellor and the Board proposed the Partnership for Excellence to increase funding, already that hope is problematic. In exchange for improved performance on the selected indicators, we are told, we will receive significant increased investment in the system. But the system has no means to guarantee that the funds will be delivered as the proposal makes its way through the Department of Finance and the legislature. The governor has already halved the amount by earmarking $50, not $100, million for the Partnership. Furthermore, recent recalculations of Proposition 98 revenue indicate that the Governor's original budget may have been based on faulty projections. If so, it is conceivable that the overall amount proposed for the community colleges in the Governor's budget might be revised downward. In that case, it may be that the Partnership would be funded while other system needs go wanting. Many organizations, like the Community College League of California (CCLC) and the Academic Senate, have insisted that the Partnership should not be funded at the expense of other budget priorities, especially growth.

If we look at the budget requests which were not funded in the Governor's budget, we can see what has been displaced by the funds earmarked for the Partnership. Augmentations to the Puente Program, disabled student programs and services, and matriculation were not funded. Nor was the hiring of more full-time faculty, or an ongoing investment in the management information system (which presumably will be used to report and track district and college performance). One-time requests totaling almost $150 million were given a one-time block grant of only $40 million. These included requests for such essentials as instructional equipment and library materials, maintenance and repairs, ADA architectural barrier removal, and student support services equipment.

To date, economic development and CalWORKS, important additions to our historic mission, have been largely funded out of redirected Proposition 98 funds. The California community colleges face increasing demands to meet state priorities; we need a corresponding state commitment to help us meet these expectations. However, efforts to secure increased investment in the community colleges must be grounded in sound educational policy, not political maneuvers such as "performance payouts."

The Academic Senate has already gone on record with some five resolutions at the Fall 1997 plenary session opposing performance-based funding. The Senate intends to make these concerns clear in testimony before the legislature; legislators need to hear from us the likely educational implications of such a funding approach. Local senates should educate their faculty, boards and administrators of the problems and dangers of moving toward district specific payouts as a means of distributing state educational resources.

No one constituency or organization by itself will be able to counter performance based funding. We can and should come together with other

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affected groups—DSPS, Puente, Matriculation directors and staff—to sound the alarm over the direction our system is taking. We need to work with local trustees and administrators, staff and students to raise public concern over this policy direction.

The Academic Senate, professional faculty and collective bargaining organizations, along with organizations representing administrators, CEO's, trustees and students have all registered opposition with the Board of Governors—now we must go on record with our local assembly persons and state senators. If we act now, together we can more effectively show the growing opposition to the reduction of accountability to crass payout schemes, while building a critical mass ready to defend student access and educational quality from those willing to compromise it. In the long run, access and educational quality are the prizes upon which we must keep our eyes focused.

NOTE: For a complete list of sources cited in this article, call the Academic Senate office at (916) 445-4753 or email requests to asccc@ix.netcom.com.

"Santa Rosa" continued from p 7

files had been examined by the investigators. Those faculty were publicly identified in the media as subjects of the secret investigation. The District responded that privacy rights were not violated because of a District policy that confidential personal information may be examined without notice or consent if the President determines that there is a "need to know." The President has acknowledged that the majority of the faculty investigated were not suspected of writing anonymous letters. Faculty privacy rights are seriously subverted by the arbitrary use of such vague "need to know" policies.

Faculty should not have to rely on individual litigation to protect their collective rights. Because such litigation is frequently settled out of court in order to limit economic loss or avoid adverse publicity, decisions on the underlying issues are evaded and violations of faculty rights continue to impose the burden of defense on the individual. Neither should faculty have to rely solely on unions or associations to defend their rights; such groups may be limited by contract or lack resources to match those of community college districts.

The rights of freedom of speech and privacy are inseparable and are critical to the mission of faculty in the community colleges, particularly in curriculum. Throughout California, as the voice of faculty, academic senates can and must provide leadership in protecting and strengthening these crucial faculty rights.

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The Newsletter of the Academic Senate for California Community Colleges

Putting Excellence into "Partnership"

• *by Linda Collins, Secretary*

You've probably heard by now that the system has received $100 million in funding for the Chancellor's proposal, "Partnership for Excellence."

How are Partnership funds distributed? For the next three years, the funds are to be distributed to the colleges on an FTES basis—**NOT** on a performance basis. Distribution by FTES is a significant victory achieved by the collective efforts of the Academic Senate, faculty unions and professional organizations, as well as organizations representing trustees and CEOs, other administrative groups, and students. The Chancellor's original proposal, and the Governor's preference, was to have the money be immediately distributed based on "performance" of individual districts on selected measures of student achievement. Concerns about the impact on educational rigor and standards and the differential effect on diverse communities of such district specific payouts were raised by the Academic Senate and other organizations with the Chancellor, in consultation, with the Board of Governors, and in the legislature.

Partnership legislation states that the money is provided to make progress toward system outcomes measures. For now, these goals are **system goals**, not individual district or college goals.

Is it new money? It is not really "new" money. It's Proposition 98 money, much of it redirected from other system priorities. All of us got more, as the economy was good and tax revenues were up. The California Community College portion of Proposition 98 funds was approximately 10.4 percent this year. Legally, our split is supposed to be 11%, though we've never gotten that amount. Our share of the Prop 98 split has risen over the last three years, from 10.26% in 1996-97, to 10.27% in 1997-98 and the current 10.35-10.4% for 1998-99. (Nussbaum)

The Partnership was funded while many other system priori-

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Western Governors' University: A Crisis for Accreditation

• *by Mark Snowhite, Area D*

Western Governors' University (WGU), like LA smog on a hot August afternoon, is spreading across the nation's post-secondary educational horizon. Embracing the latest technologies for distance education, WGU was designed to bring quality post-secondary programs via distance education modes to the folks in Utah, Colorado, and other states where mountainous terrain and long distances between college campuses make traveling to schools difficult. Other cutting-edge innovations include certificate and degree programs (both associates and baccalaureate) based on demonstrated competencies instead of traditional coursework. The goals of WGU

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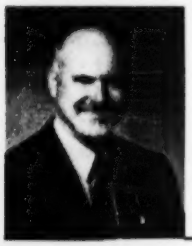
President's Message



Overuse and Undercompensation of Part-Time Faculty in the California Community Colleges

The overuse and undercompensation of part-time faculty in the California Community Colleges continues to be one of the major challenges the system faces in its efforts to provide quality education to the residents of the state. In California 65.6% of faculty are part-time,[1] and full-time faculty teach just 58.7% of the total equivalent instructional load.[2] Nationally, full-time faculty teach 62.0% of the total load.[3] In California part-time faculty are generally paid only for direct classroom contact hours at an average rate of $35.82 per hour.[4] If CCC full-time faculty were paid just for direct classroom contact hours (which they are not–full-time compensation covers a wide range of duties, as we shall point out), average hourly values would range from $61.91 (entry level Masters degree) to $127.28 (highest doctorate).[5] Nationally, part-time faculty are compensated at the rate of $60.42 per hour.[6] This problem has literally exploded in the last few years. Over the last twenty-five years the growth in part-time faculty has been five times that of full-time: 49% increase in full-time positions but 266% increase in part-time.[7] The factors listed below show the extent of the problem.

This system which pays part-time faculty low wages based only on classroom hours encourages colleges to overuse part-time faculty to balance their budgets. While reasonable use of part-time faculty adds much to the college, including current experience in the profession, specific expertise that may not be available from full-time staff, and direct contact with employers, budgetary savings MUST NOT be the driving force for the use of part-time faculty.

Because part-time faculty are generally compensated only for direct classroom contact hours, the many other duties of a professional faculty member are either left to the full-time faculty or performed by the part-time faculty member without compensation. It is extremely important to realize that these problems are the result of a system which overuses, undercompensates, and recognizes only classroom duties rather than being attributable to deficiencies in part-time faculty themselves. Full-time faculty can do much by reaching out to involve part-time faculty in professional activities, but a fundamental change in the system is needed for lasting improvements.

- *Productivity.* Nationally, part-time faculty average 2 classes per term with a class size of about 20 and work a total of 30 hours per week in and out of the classroom. Full-time faculty teach 4 classes averaging 25 students each (25% more proportionally) and work 47 hours (20% less proportionally).[8]
- *Office Hours.* Student learning demands the opportunity to work

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directly with the instructor in an individualized learning environment. Nationally, part-time faculty devote 1½ office hours per class while full-time faculty hold almost 2½.[8]

- *Informal Contact.* Formal office hour contact accounts for only about two-thirds of the time community college instructors spend with students outside of class. Full-time faculty spend almost 25% more time informally with students.[8]
- *Preparation and Experience.* In California, all community college faculty must meet minimum qualifications to be employed, generally a master's degree in academic disciplines and an AA with six years experience, or a BA plus two years, in occupational disciplines. Nationally, only 66.8% of part-time community college faculty have a masters degree or greater compared with 83.3% of full-time faculty.[8] Full-time faculty have almost twice the teaching experience of part-time faculty, 6.5 years to 11.6 years, by the national average.[9]
- *Program Advising and Follow-Up.* Working with students to select classes in the major taught by the faculty member and providing follow-up services like letters of recommendation is a task borne primarily by full-time faculty.
- *Curriculum Development.* "Permanent faculty members must be present in sufficient numbers to develop courses, research new trends, set requirements, and design courses and programs."[9] The complexity of curriculum reforms for CalWORKs, emerging industries, and applications of technology spurred by such developments as the California Virtual University have increased the pace of curriculum reform tremendously.
- *Program Review, Accreditation, and Accountability.* Providing external accountability for the quality and productivity of programs is a responsibility that is carried predominantly by full-time faculty.
- *Hiring and Evaluation.* The selection of new faculty, both full- and part-time, as well as evaluation of all faculty, is done primarily by full-time faculty in partnership with supervising administrators.
- *Involvement in College Governance.* Part-time status "usually means being outside the structure of faculty governance."[10] Thus lending the expertise of the faculty on academic and professional matters usually falls to full-timers. Additionally, only 10% of part-time faculty are protected by collective bargaining.[10]
- *Professional Development.* Many hours are needed for faculty members to keep current in their field of expertise and in contemporary methods of teaching. Generally, full-time faculty devote more time to this activity than do part-time faculty.
- *Articulation.* The transferability of courses requires communication with the faculty in related departments at four-year colleges and universities. Smooth transition of students from high school to college requires curriculum alignment between feeder high schools and regional community colleges. This work is carried out by the full-time faculty along with the professional articulation staff of the college.
- *Employer Relations.* Vocational faculty work directly with employers in their field from the community. This assures current and relevant curriculum and provides direct contacts for student job placement. While many part-time faculty are employed full-time in the industry, regular working relationship with the full range of employers in the college's service area is usually handled by the full-time faculty.
- *Community Relations.* Many faculty have strong ties to the community. Service in the name of the college is generally provided by full-time rather than part-time faculty.
- *Student Activities.* Extracurricular activities are an important facet of college life. Studies have shown that students with these types of ties to the college have better retention rates and greater goal completion. Typically, full-time faculty serve as advisors to such student organizations.

Some assert that movements to obtain more funding for full-time faculty and to improve the lot of part-time faculty are a scam to put more money in the pockets of faculty or that hiring more full-time faculty and providing equitable pay to part-time faculty will push the cost of education through the roof. In reality, instructor's salaries make up only 52.54% of the current expense of education.[11] Furthermore, CCC faculty work harder than is typical throughout the country and our colleges receive less funding per student. In 1993-94 California Community College class sizes averaged 32 in contrast to about 20 for the nation, and apportionment per full-time equivalent student was just $3554 compared to a national average of $6022.[12] We are proud of the work we do in our system of education and would seek to improve what we do by having more full-time faculty to provide the above services

See "Part-Time" on p 4

Online Teaching Program for Community College Instructors

UCLA Extension has customized a popular online certificate program for community college educators. An effective way to prepare yourself to teach an online course is to take an online course! Through a cooperative agreement with @ONE, fees for these four courses represent a 30% discount on fees paid for similar courses offered through the UCLA Extension catalog. The courses are listed in the box below.

The courses are offered entirely online and are designed to prepare educators for the virtual classroom environment regarding technology, presentation, instructional design, curriculum development, and research tools.

Faculty who have already taken courses in the UCLA Ext. "Online Teaching Program" may apply them toward this certificate program. UCLA Extension has a self assessment tool to help place those community college faculty who think that they may have the knowledge and skills covered in one or more of the courses.

For more information or to register, visit the @ONE site <http://one.fhda.edu> Or call UCLA Ext.(310) 206-5883.

Introduction to Online Teaching for Community College Instruction
4 units Fee: $350 Oct. 19-Dec. 14 1998
Teaching and Learning Models for Community College Instruction
4 units Fee: $350 Oct.20-Dec. 15 1998
Internet and Online Teaching Tools for Community College Instruction
4 units Fee: $350 Jan. 11-March 8, 1999
Developing Online Curriculum for Community College Instruction
4 units Fee: $350 Jan. 12-March 9, 1999

"Part-Time" continued from p 3

to students and by compensating part-time faculty equitably so that they can have the resources to be full professionals in serving students. Here are a few things of which we are proud and would like to do even better:

- *California Community Colleges have a tremendous impact on wages.* Vocational program completers show an 85.6% wage gain in three years.[13]
- *California has the highest access in the nation.* In our state 8.4% of the adult population was served by a community college in 1994-95, highest in the nation which averaged just 4.9%.[14]
- *Community colleges make California's population one of the best educated in the nation.* 52.2% of Californians have gone to college compared to the national average of 46.6%.[15]
- *We educate the state's neediest residents.* In 1992 community college students had an annual family income of $23,900 compared to the state average of $37,600. (UC and CSU averages were $32,800 and $48,800, respectively.)[16]

The 45,000 full- and part-time faculty of the California Community Colleges and their representatives in state faculty organizations have worked diligently to address the abuse of part-time faculty. Efforts to increase the number of full-time faculty such as SB 877 (Vasconcellos) and AB 1714 (Wildman) deserve your support as do efforts to provide equitable compensation for part-time faculty such as SB 1848 (Karnette).

The abuse of part-time faculty in the California Community Colleges has been ingrained over many years. It will not be solved easily. Serious solutions require a unified effort by all educators. Divisiveness which pits faculty against administrators or part-time against full-time will only allow this biased and ill-conceived system to continue. Long-suffer-

See "Part-Time" on p 9

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Great Teachers Seminar

• *by Edith Conn, Area C*

The twentieth anniversary Great Teachers' Seminar was held August 2-7 at peaceful La Casa de Maria in Santa Barbara, site of the first and all subsequent Seminars. The Seminar coincided with La Fiesta de Santa Barbara, and many participants joined in the downtown festivities. Somehow eggs filled with fiesta confetti found their way back to La Casa and became an informal part of Seminar "events".

David Gottshall, founder of the California GTS and its leader since its inception, has recently retired from the College of Du Page (Illinois) and devotes his time to conducting Seminars throughout the U.S. and Canada. As in the past, he embodied the GTS philosophy by setting as a theme the idea of a great teacher. The varied activities of the 1998 Seminar each reflected that theme in some way.

Selina Soo Hoo Chi (East Los Angeles College) drew participants into an energizing session through movement, and Nancy Silva (American River College) did the same through movement and sound. Using the participants' papers on local innovations and problems (the problems must be ones solvable through discussion) as a platform, Ellen Ligons (Pasadena City College) discussed the importance of local senates in the community college culture.

As ususal, the agenda of the Seminar was determined by the attendees. Within the general theme of the great teacher, participants discussed self-motivation, motivation of students, combatting burn-out, getting students to read, and a host of topics familiar to anyone involved in community college teaching. A special session led by David Nakaji and open only to individuals willing to give micro teaching demonstrations, consisting of 10 minute lectures followed by constructive feedback. Participants are invited to bring books that influenced their teaching, and during the Seminar individuals read movingly from those books.

This year's official ASCCC representative was Nancy Silva, chair of the Relations with Local Senates Committee. Among the six facilitators at the Seminar were Lee Haggarty, ASCCC Vice-President, and Edith Conn, member of the ASCCC Executive Committee.

High points included the ever-popular BBQ picnic/party. David Gottshall was presented with a pocket watch in recognition of his pioneering efforts in GTS. Edith Conn was given the Sister Corita plaque in acknowledgement of her role in the Senate in founding the GTS in 1979. At the close of the Seminar, participants attempted to characterize the "great teacher", an ideal teachers strive for, define in many ways, invariably move toward, but never fully achieve. That philosophy inspired the entire Seminar, and the teachers who attended left with renewed commitment, practical suggestions to use in the classroom, and a sense of appreciation for what teachers everywhere do.

Curriculum Committee Papers Adopted

• *by Beverly Shue, Rep. at Large*

Two papers, *"Stylistic Considerations in Writing Course Outlines of Record"* and *"Good Practices for Course Approval Processes"* were adopted at the Spring, 1998 Session. The paper on stylistic considerations included these topics: writing the catalog and course descriptions, stating the goals and justifications for the proposed new course such as degree, general education and transfer functions served by the course, and listing the learning outcomes expected of students. In regard to the student learning outcomes, the paper included lists of action verbs describing cognitive outcomes and emphasized inclusion of critical thinking skills such as analysis, synthesis, and evaluation. Faculty are encouraged to link and integrate course content, methods of instruction, assignments and evaluation when writing up new courses.

The paper on good practices for course approval included strategies for dealing with courses that meet urgent needs for timely response to changing demands in the field, e.g., new skills, new licensing requirements, emerging vocational programs, CalWORKS programs, etc. Strategies to meet these needs include experimental classes, special topics, or independent studies courses. Although this paper makes recommendations on how faculty can respond to imminent needs, the curriculum process must still retain a commitment to quality and follow the policies and procedures that fall within the purview of the academic senate.

Curriculum Committee AS/CIO Liaison Report

• *by Beverly Shue, Rep. at Large*

A number of curriculum concerns were discussed in the liaison group during the year, including curriculum alignment, review of certificates, definition of programs, compliance monitoring, and the role of the Chancellor's Office in curriculum oversight. The level of staffing in the Chancellor's Office affects the curriculum approval process, curriculum quality and the oversight process. The group acknowledged that the level of staffing is inadequate to carry out all of the curriculum functions. Possible Title 5 changes will be needed to deal with recent changes in curriculum.

Comparisons to the curriculum approval process at the CSU and UC levels were made. CSU and UC do not have a central office role in course approval, but only in program approval. It was noted that the delegation of authority for stand-alone courses allows the community college curriculum process to work.

The Summer Curriculum Institute planned for August, 1999 will address assistance to college curriculum committees and faculty on implementing effective curriculum process and quality.

Recommendations for curriculum responses to CalWORKS and welfare reform were discussed. These include modularizing courses, and integrating basic skills, SCANS competencies and job content skills into the courses that are taught as part of welfare reform programs. These programs need comprehensive services, including child care, library skills, assessment, tutoring, advisement, and job placement.

See "AS/CIO Liaison" p 8

Occupational Education Leadership Seminars

• *by Loretta Hernandez, Rep. North*

The fourth annual Occupational Leadership Seminar was held this year in San Diego at the Islandia Hotel on April 3-4, 1998. The Occupational Leadership Seminars are the result of an initiative of the Bay Region Consortium in conjunction with the Academic Senate for California Community Colleges. The purpose of these seminars is to give faculty an opportunity to attain the knowledge needed to stay on the cutting edge of educational needs in their fields, share successes with others, and develop relationships with colleagues from community colleges around the state. Participants also learn how governance for Occupational Education is handled, acquire information on issues affecting Occupational Education, develop networks, compare notes, and exchange knowledge.

This year there were 140 participants representing 75 California community colleges, representing almost 50 occupational disciplines, from adminnistration of justice to welding.

There were many topics discussed this year including:

- Senate participation by Occupational Education faculty;
- Legislative update on vocational issues;
- Technology issues;
- SCANS competencies;
- SB 645 Report Card Bill and accountability;
- Legislation and Assembly bills affecting Occupational Education and community colleges;
- Certificates of achievement/ accomplishment;
- Voc Ed Campus Committees.

The Occupational Education Leadership Seminar this year was a great success. Through seminar attendance and discussions, faculty participants were able to gain an understanding of the involvement possible on their campuses, strengthen their leadership skills, and learn that they had the power to influence change. As one participant commented: "The seminar provided excellent information about the political structure of the CCC system, new laws, and how to get involved." Another participant stated that the seminar was "upbeat, motivational, informative, encouraging, and thought provoking. This is a very important seminar for anyone concerned about the quality and relevance of occupational educational." And, finally, one participant summed it up with this comment: "All aspects of the seminar far exceeded my expectations! The presentations were very interesting and informative. This is my first exposure to a State Academic Occupational Leadership Seminar. I look forward to the next conference."

Summer Leadership Institute

• *by Nancy Silva, Area A*

This year's Leadership Institute was held June 25-28 at the Doubletree Hotel in Palm Springs. Sixty-five faculty members (incoming and current academic senate presidents, vice-presidents, senators, and representatives) from community colleges throughout California attended the Institute. The focus of the Institutewas to help participants develop and apply effective leadership skills and strategies at their respective campuses.

On the first day, Past President Janis Perry and current President Bill Scroggins welcomed the participants, who then met the ASCC Executive Committee andlearned about each of the Committee members' duties. During the two and a half days, Senate members attended not only lectures on "Roles and Responsibilities of an Effective Senate" and "Running an Effective Senate" but also smaller breakout sessions addressing topics such as the Brown Act, college budget processes, and implications of current state issues.

On the second and third dayof the Institute, participants had the opportunity to review case studies and discuss appropriate responses in small groups. One such case study, for example, described a situation in which faculty appointed by the local senate to a hiring committee refused to report back to the senate. Another case study involved a college president deciding on hiring criteria without the agreement of the campus senate. After each group had reported the results of their discussion, Executive Committee members provided several solution scenarios. Many participants found this activity very useful because solutions to the problems described involved learning to effectively apply Title V and the Education Code.

On the last day, President Bill Scroggins gave an update on current statewide issues such as affirmative action, evaluation of the IGETC process, and changes to the Education Code. Finally, participants worked collegially in small groups to set goals and objectives for their local senates for the 1998-1999 Senate year.

During the three-day long Institute, participants also networked and created contacts with other senate leaders during delicious dinners at the hotel and enjoyable outings in town.

As current or future senate leaders, you should seriously think about attending a future Leadership Institute in order to strengthen or build your leadership skills and knowledge of important statewide Academic Senate issues in an invigorating yet relaxing environment.

1998 Exemplary Award Winners

Marine Diving Technology at Santa Barbara City College and Acquired Brain Injury Program at Coastline Community College are the 1998 Exemplary Award Winners. The programs will each receive $4,000 donated by the Foundation for California Community Colleges. Four additional programs received plaques and honorable mention at the September Board of Governors Meeting in Sacramento. The Honorable Mentions are:

English 290 Basic Writing Program at Cabrillo College, It's a Matter of Style: A Guide for College Students at Diablo Valley College, Networking Networking Technologies Lab at College of San Mateo, and Freshman Experience at Santa Ana College.

The Exemplary Program Award was established in 1991 by the Board of Governors to recognize outstanding community college programs. Criteria for the exemplary program awards are that the program must: have a direct effect on students; have data demonstrating the impact of the program; have the possibility of being replicated elsewhere in the state; respond to an item in the Board of Governors Basic Agenda; and offer support in degree-applicable courses for students needing assistance in basic skill. This is a great opportunity for your college to showcase programs that are exceptional. Watch for next year's call for Exemplary Programs in February 1999.

"AS/CIO Liason" cont. from p 6

The recommendations of the Skills Awards Task Force were discussed. When finalized, the Academic Senate will approve the final report and submit it to consultation.

The On-line Curriculum Resource Center was explained. This center was established based on a grant to Santa Barbara Community College. The center provides services that include resource materials, such as video clips, graphics, curriculum samples, and document retrieval capability. It also includes online software that facilitates asessmbling the elements of an online course. Its purpose is to serve both as a general curriculum resource and to help colleges develop on-line courses.

Board of Governors Faculty Member Nominations

Each year the Academic Senate nominates faculty for a seat on the Board of Governors. As you may be aware, there are two faculty members serving on the Board of Governors. Each member is appointed to serve a two-year term which end on an alternating basis. The faculty appointments are made by the Governor from a list of three recommendations forwarded by the Academic Senate. Any college or district senate may nominate one faculty member. Within our community college system, we have many faculty members who are knowledgeable in the issues facing faculty and others in the community colleges and could be excellent Board members. The deadline is October 23rd for nominations to be received in the Academic Senate Office. Submit your nominee as soon as possible. For additional information, contact the Academic Senate Office.

"art-Time" continued from p 4

ing and dedicated part-time faculty need our support for fair compensation and professional treatment. Students deserve a learning experience provided by faculty who have adequate resources, access to professional services and advancement, and are full participants in the educational enterprise, whether they choose to do so on a full- or part-time basis.

1 "Report on Staffing and Salaries - Fall 1996." Chancellor's Office, California Community Colleges, October 1997. Table B1: 15,342 FTF; 29,230 PTF.

2 "Report on Staffing and Salaries - Fall 1996." Table B2: 14,006 Full-Time Equivalent Faculty; 9,860 Part-Time Equivalent Faculty.

3 "National Profile of Community Colleges: Trends & Statistics 1997-1998." American Association of Community Colleges, 1997. Table 5.7. Original source data provided by AACC editor Kent Phillippe via e-mail (kphillippe@aacc.nche.edu) on 8/28/98.

4 "Community College Compensation Report - 1996/97 Selected Salaries for Full Time and Part-time faculty in California." Community College Association/CTA/NEA, September, 1997. Value quoted is the median of the average hourly wages paid by the 71 districts.

5 "Community College Compensation Report." Median values are reported.

6 "National Profile of Community Colleges." Table 5.10: Reported value is $1450 per month. Assuming 2 classes (the national average) equates to 24 hours per month, the hourly rate is $60.42.

7 "The Vanishing Professor." American Federation of Teachers, Summer 1998. (www.aft.org/higheduc/professor).

8 "National Profile of Community Colleges." Table 5.10.

9 "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty." American Association of University Professors, September 1997.

10 "The Status of Non-Tenure-Track Faculty." American Association of University Professors, June 1993. Data is for two- and four-year faculty.

11 "Fiscal Data Abstract 1996-97." Chancellor's Office, California Community Colleges, March 1998. Table VI.

12 "2005. A Report of the Task Force for the Chancellor's Consultation Council. Chancellor's Consultation Council, California Community Colleges, September 1997. Table 3.

13 "The Effectiveness of California Community Colleges on Selected Performance Measures." Chancellor's Office, California Community Colleges. June 1997. Table 2.86.

14 "Access to the California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council." Chancellor's Office, California Community Colleges, November 1997. Chart 12.

15 "Access to the California Community Colleges." Chart 16. In California 27.5% have some college while 24.7% have a BA or more. National figures are 24.3% and 22.3%, respectively.

16 "Trends Important to California Community Colleges. A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council." Chancellor's Office, California Community Colleges, November 1997. Page 9 and Figure 12.

From the Field...

News from Local Senates

Shared Governance Retreat at COS

• *by Larry Dutto, President College of the Sequoias AS*

As the newly elected academic senate president for The College of the Sequoias I was frantically seeking speakers for our senate retreat prior to the start of the school year. I felt a real need to have someone share, with our senators, the secrets of a successful shared governance model for our college.

We had already scheduled our Superintendent/President, Dr. Kamiran Badrkhan and Board President, John Zumwalt to speak; however, we were still seeking an outside expert.

Unfortunately, everyone I contacted had a scheduling conflict and the day arrived for the retreat without that "expert" with all the answers. Little did I realize that at COS we already had all the key elements for the making of a successful shared governance model.

The first key is to have a college president who is willing to exchange ideas on how the process works. That has not always been the case at COS. Now, however, in Dr. Badrkhan, we have someone who is willing to listen to the senate, faculty, staff and community for their input prior to making decisions.

The second key to a successful shared governance model is the board of trustees. At our retreat, it was very rewarding to have our board members share their ideas on how the process should work, and indicate their readiness to acknowledge the primacy of the faculty in academic and professional matters.

The final piece of the puzzle is the senate and faculty working together with feelings of respect and trust. At COS, we have been building this atmosphere through participation on committees and, especially, through our College Council, which is evolving into a global-thinking group with the best interest of the entire college as its main focus.

Shared governance takes people willing to share ideas, have trust in the process and work together to achieve common goals. Our retreat established that we have all that right here. We sought the expert, and s/he is us!

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"WGU" continued from p 1

are certainly worthwhile and should be pursued.

But there are also serious quality problems with this undertaking as it has been conceived.

WGU does not plan on having its own faculty. The courses it markets will come from a variety of sources, including businesses and possibly unaccredited institutions. And WGU does not plan on certifying that these courses are of any particular value in that it will not guarantee that passing a sequence of these courses will earn the student a certificate or degree. Competency testing will still be required. Furthermore, the instruments used to determine the competencies will not be designed or undergo review by a core of faculty resident to the institution, but probably by those hired as consultants. Student services, if available at all, will also be contracted out. In short, this institution will offer no classes of its own, have no full-time faculty, and provide no programs designed by a core of full-time faculty.

These facts alone should clearly render WGU ineligible for accreditation in our region. After all, ACCJC's eligibility requirement #12 stipulates that an institution have "a substantial core of qualified faculty with full-time responsibility to the institution and sufficient in size and experience to support all of the institution's educational programs." Also, a number of ACCJC's accreditation standards refer to the participation of "qualified" faculty in program planning and review and other activities relating to curriculum and student support and success (See especially Standards 4, A5: 4, D1; 4, D2; 4, D5; 7, A1; 3. B1; 9, A5; 10, B6-8. The ACCJC standards can be accessed online at www. wascweb. org/ ACCJC/standard.htm).

But ACCJC has endorsed seriously weakened standards developed by the Inter-Regional Accrediting Committee (IRAC), an agency composed of accrediting commissions from each of the regions in the country. These standards do not require faculty participation in many of the functions that we recognize as responsibilities of the faculty. For example, under *Standard 6: Academic Leadership—Program design, Instruction and Quality Assurance*, we find the following standard: "The institution has sufficient capacity through its own personnel and processes and through its oversight of personnel and processes of providers with whom the institution contracts to fulfill its obligation for effective program design, instruction and quality assurance." Instead of *faculty* being designated for functions under this standard, *academic leadership* appears.

For ACCJC to endorse standards that seriously diminish faculty participation in the areas where it seems essential is hard to understand. Perhaps there is political pressure for this commission to join with those from other regions (All of the others are four-year college accrediting commissions.) After all, presently seventeen states and Guam have anted up $100,000 each to be players at the WGU table, and the governors of these states have a certain amount of leverage with the federal government, which might support unfriendly reforms of the current accreditation system. These governors are aware that in order for their constituents to receive federal financial aid when *attending* WGU and for the certificates and diplomas awarded by this institution to be of value, WGU must be accredited by a recognized, government approved accrediting agency. Since WGU will operate wherever the Internet reaches, no accrediting agency in a single region of the country can provide a blanket accredited status. Thus was born the Inter-Regional Accrediting Committee (IRAC), whose function it has been to develop eligibility requirements and standards for accreditation for this particular institution and whose weakened standards ACCJC has endorsed.

The Academic Senate has taken a position opposing the participation of ACCJC in this association because doing so would weaken eligibility requirements and standards in order to allow WGU to apply for and gain accredited status (S 2.03 & 2.05). The Senate has also passed a resolution to seek the cooperation of the faculty senates of the other post-secondary segments in the State to take a similar stand against ACCJC participation in the accrediting of WGU (S 2.05).

In June, at its semi-annual board meeting, the ACCJC announced that the eligibility requirements and accreditation standards for WGU have been completed. ACCJC's participation in IRAC and the content of the standards themselves, were not issues for debate at that board meeting, though opposition from some faculty who sit on the board has been reported.

We continue to urge the ACCJC to re-examine its support of IRAC's present standards and withdraw from participation in accrediting WGU on the grounds that the standards in question seriously will diminish or eliminate faculty participation in academic matters, where faculty leadership is essential.

First Annual Technology for Teaching Institute

• *by Ric Matthews*

The Academic Senate for California Community Colleges and the @ONE Training Project cosponsored the first annual Technology for Teaching Institute June 15-19, 1998, at California State University, Monterey Bay. One hundred community college faculty members from around the state attended. The participants ranged from absolute beginners to those interested in learning the skills needed to put courses online.

The Technology for Teaching Institute was the result of a resolution passed in Spring 1996 in response to request for training by the body. The funding for the Institute was provided by seed money from the Senate and the @One project, and the Telecommunications and Technology Infrastructure Program from the Chancellor's Office built in a multi-million dollar appropriation to the colleges for faculty technology training. Most colleges funded faculty participants using these sources of money or staff development funds.

The Institute kicked off with a general session featuring a presentation on instructional design, followed by participants choosing to follow one of four tracks. These tracks met three times daily for hands-on instruction. The four tracks included (1) beginning, which used word processing software, PowerPoint, and Excel, (2) multimedia, which used scanning technology, PhotoShop, AuthorWare, and Director, (3) WEB authoring, which used PageMill and Netscape, and (4) an online group, which used various WEB authoring tools. A "sugar social" was held each afternoon, which allowed participants to relax and network, and meals were served cafeteria-style. During the evenings an open lab was provided for individual instruction and practice.

The facilities at Monterey Bay allowed individual hands-on training opportunities, as well as technology support for videoconferencing. The keynote speaker for the Institute was Ian Jukes, an educational futurist. He broadcast to the group from British Columbia using a video feed. Jukes spoke of using technology as a tool, not as an ends, within an educational setting. As a tool, he emphasized that technology can do marvelous things, as long as it is used correctly. He reminded the group that our students are arriving with high skills and even higher expectations in the areas of technology, and faculty will be required to adjust to these changes. Unfortunately, the video feed was lost after ten minutes and Mr. Jukes was unable to reconnect, a fact that further emphasized that technology is as yet imperfect and that faculty must be prepared for anything.

The Technology for Training Institute was in part made possible because of many vendor relationships developed by the Senate. Metacreations was a premier partner, donating and selling to us at highly reduced prices two items: (1) SHOW, which is a scaled-down version of the presentation software, PowerPoint, and (2) SOAP, a scaled-down version of PhotoShop. Both of these programs are very powerful and serve the majority of needs someone might have without requiring him or her to learn the more complicated and powerful original versions. Metacreations also donated software which will be used for training in future Institutes. Other vendors, including Iconceptual, CBT Systems, Archipelago, and NETg, made presentations and demonstrations to the participants.

In addition, Macromedia and PacBell donated the services of trainers. PacBell provided training in videoconferencing and in its educational web training materials. Macromedia provided training in Director, and donated software and text materials which were raffled off to participants attending its workshops. Macromedia also demonstrated some of its newer offerings including Dreamweaver (a web authoring tool) and Firewire (a media tool for the WEB).

Overall, the first Technology for Teaching Institute was a success, and the Senate and the @One Training Project plan additional Institutes in the future. The @ONE project is funded by a grant from the State Chancellor's Office, and its goal is to coordinate technology training. The project, which is coordinated by DeAnza College, is a consortium of ten colleges throughout the state which work to provide technical assistance and training to faculty and staff in various areas of technology. For more information, access @ONE's web site at www.one.fhda.edu. There you will find a staff development link, a calendar of events, a technology planning room, a news feature, and other related information. You will also be able to find out about future Technology for Training Institutes.

Chancellor Backs LACCD Senate

• *by Winston Butler, President*
LACCD District Academic Senate

In an unprecedented call for the Los Angeles Community College District Board of Trustees to adhere to Title 5 regulations by consulting with the District Academic Senate on academic and professional matters, the State Chancellor has demonstrated that the Chancellor's Office and the Board of Governors will enforce Title 5 regulations and that Boards of Trustees cannot arbitrarily bypass academic senates. Although Chancellor Nussbaum, in his ruling on July 2, 1998, did not concur with all the allegations cited by the LACCD Academic Senate, he did find significant violations in consultation processes and functions in such areas as budget processes, appointment of faculty to committees and institutional reorganization.

In a frantic and unprepared attempt to ward off negative press, possible loss of accreditation, an unqualified fiscal audit and a pending state chancellor audit investigation, the LACCD Board attempted to make district-wide changes that would directly affect academic programs and the ability of the District Academic Senate to continue its functions. The Board president was cited in a *Los Angeles Times* article as admitting that the Board purposely bypassed the academic senate because of "historic delays" by the academic senate, the standard statement by administration when there is a desire to move an agenda without comment from faculty.

The District Academic Senate, recognizing the Board's actions as a challenge to the shared governance provisions of AB 1725 and as potentially setting statewide precedents, took immediate steps to challenge the Board of Trustees with all the tools at our disposal: support from the state Academic Senate, an investigation by the state chancellor's office, notification to state and local representatives, detailed documentation of all events, and retention of an attorney. The process involved several months of intense effort by the District Academic Senate Executive Committee, which met throughout the summer. The culmination of these efforts was the development of a very positive series of consultation meetings through the month of July with the administration, designees of the Board and the District Academic Senate. The purpose of the meetings was to bring the Board into compliance with Title 5 regulations, and to develop appropriate academic senate input into a process of reform, which everyone in the district recognizes needs to occur.

At this point, we have successfully translated the Board's philosophy of decentralization into a plan that will benefit our students and educational programs, as well as increase the autonomy of local colleges. There is still much work to be done, but we can now proceed in the certainty that collegial consultation will prevail in our district.

Disciplines List Revisions

• *by Mark Snowhite, Area D*

This year the Academic Senate will recommend revisions and additions to the Disciplines List for Minimum Qualifications for hiring public California community college instructors. The opportunity to make changes and additions occurs once every three years, in accordance with AB 1725, which delegated to the Academic Senate primary responsibility for making recommendations to the Board of Governors for professional preparation for instructors in each discipline included in the curriculum.

This year will be the first year in which resolutions calling for revisions in items on the Disciplines List or additions to the list may be introduced and discussed at area meetings (October 10 & 11) and then debated in a breakout session on the first day of the Fall Session (October 30). A notice calling for requests for changes to the Disciplines List was mailed to local Senate presidents last March, and another notice will be sent out on September 18. All proposed requests are due no later than 5:00 PM on Friday, October 30 at Fall Session. Those interested in changing items on the list must use the form sent to local senates. These forms are also available upon request from the Senate office – 916/445-4753.

A complete timeline for the revision process appears below:

See "Disciplines List" next page

"Discilplines List" continued from previous page

Timeline

March 1998
First notice goes out to local academic senate presidents (including form with cover sheet indicating the criteria for submission of change)

April 3–4, 1998
Reinforced at Area Meetings

September 18, 1998
Second notice sent out to senate presidents, CIOs, CEOs, Curriculum Committee Chairs, discipline organizations, personnel officers. The revisions are sent to the senate presidents for discussion at Area Meetings.

October 30, 1998
All proposed revisions are due no later than 5:00 p.m. on Friday at the Fall Session.
A breakout held on Thursday, October 29, 1998 at the Fall Session to discuss the proposed changes to the Disciplines List.

November 13, 1998
Proposed list of changes mailed to senate presidents, CIOs, CEOs, Curriculum Committee Chairs, discipline organizations, personnel officers no later than two weeks after Fall Session.

December 1998/ January 1999
Consultation with CIOs, CEOs, and COFO (bargaining units). Informal consultation with personnel officers.

January 1999/ February 1999
Three hearings in the North, Central, and South on the proposed changes.
Hearings can result in modifications of the proposed changes, but no new changes can be proposed for any discipline due to the consultation process.

March 1999
The Executive Committee of the Academic Senate approves final versions of Disciplines List changes resolutions for submission to Spring Session

April 1999
Spring Session delegates vote on resolutions.

July 1999
First Reading by the Board of Governors on changes recommended by Spring Session.

September 1999
Final action by Board of Governors.

More...

From the Field...

News from Local Senates

Ventura District Reviews Committee Structures, Develops Shared Governance Agreements

• *by Elton Hall, President Moorpark College AS*

The Academic Senates of the Ventura County Community College District hosted Bill Scroggins, ASCCC President, for an afternoon focused on shared governance. A number of administrators joined faculty in listening to Bill's clear and thoughtful presentation and in a lively Q&A following the presentation. As a result, the Moorpark College Academic Senate is working with the college this fall semester in an attempt to review, describe and define the committee structure of the college. A number of committees have undergone changes in their functions over the years, and materials describing them—such as the faculty handbook—have become embarrassingly dated.

Once this review is completed during the semester, the Senate intends to begin developing written agreements on collaborative governance. Moorpark is losing its founding generation of faculty, and much history and practice that had been in the heads of those faculty is being lost. So the time is right for capturing that history and practice in print, reviewing it and specifying changes where necessary. Though the work can be onerous, it is important for the future of the local senate and the college as a whole.

More...

From the Field...

News from Local Senates

Plus and Minus Grading Debate at San Diego Mesa

• *by Jim Wales, President SanDiego Mesa AS*

The Board of Governors of the California Community Colleges have adopted new regulations regarding plus and minus grading. These new regulations became effective on February 11, 1998. The new regulations allow each community college district in California to decide whether plus and minus grading will be used.

On April 27, 1998, The San Diego Mesa College Academic Senate sponsored a debate on this new regulation. A large audience of faculty and students attended and were permitted to ask questions of the panelists to further enhance the debate. Some of the salient points made by each side were:

Supporters argued that changing the grading system to plus and minus would provide a more accurate system of grading and would provide more concise information to students regarding progress and performance; would improve teacher/student communication; would increase student motivation to improve their grades by providing smaller increments between grades; would increase student retention by giving students an opportunity to improve a grade late into the semester; and would more closely align with the grading systems of most UC and CSU campuses, to which many of our students transfer.

Opponents argued that the plus and minus option is inconsistent, since A+ and C- would not be allowed; that it would be unfair and cause many students confusion since the plus and minus option is permissive. That is, the new system allows every college in the system to choose whether or not to implement plus and minus grading. Within each college that chooses to do so, it is then up to each instructor to decide whether to implement it in each class; that student GPA's could be negatively affected; that students could be hurt when being compared to students who were not graded in a plus and minus system; that the present system puts our students in a better light when being compared to students from other colleges in the USA where this is not a common grading practice; and that the administrative cost to implement the change would be very high, perhaps as much as $500,000 to implement it districtwide.

At the end of the debate, a straw poll was taken among the students present. The majority voted against adopting the current regulations. On the other hand, a majority voted in support of a policy that would include A+ and C- grades and that would be mandatory (not permissive) for every community college statewide.

The San Diego Mesa College Academic Senate will be called on to take a position on plus and minus grading to the local Board of Trustees early this fall.

A complete videotape of the debate is available in the Academic Senate Office - (619) 627-2733.

Legislative Update

• *by Lee Haggerty, Vice President*

The California Legislature and the Governor have recessed for the term and will return to session in early January, 1999. The Governor signed several bills and many more remain on his desk awaiting his signature. He had until September 30, 1998 to either sign or veto those bills currently on his desk. Included in the legislation already signed by the Governor are the Budget Bills, AB 1656 and SB 1391, which provide, along with other state allocations, the community colleges $95 million for growth in enrollment and $74 million for inflation. The Trailer Bill, AB 1564, which included $100 million for the so-called Partnership For Excellence, was also signed and provides for the allocation of funds based on the statewide ratio of actual FTES (Full-Time Equivalent Students) served for the preceding fiscal year. Furthermore, the proposal is seen as an investment by the State to supplement funding for growth and cost-of-living adjustment enhancements that will improve student success and make progress toward the system goals, which

continued on next page

shall include, but not be limited to, programs that assist students through remediation, tutoring, and mentoring. Specific goals would include areas of transfer, degrees and certificates, successful course completion, workforce development, and basic skills improvement, with the number of goals not exceed ten (10). Funds provided to districts shall not be considered program improvement funds and shall only be spent to improve student learning and success.... In addition, funds from SB 1564 are subject to appropriation in the Annual Budget Act and the bill requires the Board Of Governors to use the consultation process to develop one or more contingent funding allocation options and criteria that would link achievement of and progress toward goals by individual districts to funding allocation of the Partnership For Excellence. These funding options may be determined necessary to either improve system performance or to reward significant or sustained achievement. The Chancellor's Office shall seek the concurrence of the Director of Finance, the Legislative Analyst, and CPEC in developing the contingent funding allocation options and criteria for implementation. Additional information concerning this program will be available at the Academic Senate's Fall Plenary Session and in the Academic Senate Office in Sacramento.

The Governor has also signed AB 521, which provides for a student enrollment fee reduction from $13 per unit to $12 per unit as of August 4, 1998. The original legislation had the reduction beginning with the 1998-99 fiscal year, which commenced on July 1, 1998. Districts were advised to charge students the higher fee during the summer months and the lower fee starting with the fall 1998 term. The Academic Senate has consistently supported fee reductions for our students and we are encouraged by this effort and result.

AB 1647 was signed by the Governor and authored by Assemblyman Jack Scott. This bill changes the term used to decide termination of community college faculty from "incompetence" to "unsatisfactory performance." The bill states that terminations would not supersede peer evaluation and due process. The Academic Senate opposed the concept of this legislation but it was signed and supported by the Legislature and the Governor.

The Governor also signed SB 1945 which permits the State Teachers Retirement System (STRS) to create a new Home Loan program where teacher retirement benefits may be used for mortgage loans. The Academic Senate felt that the legislation would be beneficial for faculty during retirement.

There are several other retirement bills on the Governor's desk that he has not signed. Included are the following:

AB 1102, which allows faculty and staff who are hired after January 1, 1998 to use their unused accrued sick leave for STRS/PERS service credit.

AB 1166, provides minimum standards to compute community college part-time faculty service credit.

AB 2804, provides funding for retirement benefit packages that will increase the age factor beyond age 60; increases benefits for teaching 30 years; protects the 75% purchasing power in future years; and authorizes STRS to study the offering of health benefits.

The Governor's signature was not required on SCR 71, which declares legislative intent that the CSU Trustees and UC Board adopt policies that ensure that eligible community college students are accepted for admission within the university system. The bill has no money in it and only declares legislative intent, not requiring the signature of the Governor. However the Academic Senate supports the concept and commitment present in this legislation.

Also signed by the Governor:

AB 425 – Exempts community colleges from the Field Act's structural safety standards and makes construction standards subject to State Building Standards; and

AB 2214- Requires districts to make their job market studies for establishing vocational or occupational training programs available to the public.

Finally, the Governor has signed AB 2609, which clarifies that the ban on the possession of firearms on college campuses also applies to associated student housing.

The additional bills on the Governor's desk that he has not signed and may not decide until the deadline are the following:

AB 499 - Civil action discrimination complaints may be enforced through civil action for damages.

AB 2398 –Provides $11 million to equalize community college non-credit apportionment rates with K-12 Adult Education and $35 million to equalize the base funding of low-revenue districts.

See "Legislative Update" on p 16

"Legislative Update" continued from p 15

AB 954 - Provides that part-time faculty who have taught each regular quarter or semester in the current and preceding four consecutive academic years, shall have preferred right to future reappointment for part-time faculty positions.

AB 1643- Continues to outlaw age discrimination.

AB 2429- Awards grants to community college districts, administered by the Chancellor's Office, to develop internships for high-technology industries and curriculum training for registered nurses in specialized fields.

AB 2554- Provides that every community college student who attains an AA or AS degree in liberal arts or general studies and meets transfer course and GPA requirements shall have the highest priority for admissions to the CSU and UC systems.

SB 1481 – Authorizes community college employees to request corrections in personnel files and deletion of inaccurate, irrelevant, incomplete information.

SB 1665 – Authorizes the Board of Governors to approve a new community college district within the Desert Community College District.

SB 1735 – Permits community colleges to engage in public sector outreach programs that may include focused outreach and recruitment of minority groups and women.

SB 1740 – Establishes Statewide Service Learning Centers at public and private colleges and universities.

SB 1744 – States that the State Job Training Coordinating Council, in collaboration..., must develop state work force development plans and submit to the Governor and the Legislature by October 1999.

SB 2085 – Combines the community colleges part-time faculty Cash Balance STRS retirement plan with the Defined Benefit Plan.

"Partnership" continued from p 1

ties and needs were not. While more full-time faculty and augmentations to many categorical programs were not funded, Partnership was provided as unrestricted money. The bill enacting the legislation states that "districts shall have broad flexibility in expending the funds for program enhancement that will improve student success and make progress toward the system goals."

Will it close the gap? In proposing Partnership the Chancellor indicated he wanted to seek an investment in the system to bring us closer to the national average of $6,000 per FTES from our current $3,500. Our share of Prop 98 did go up, but not all that much. K-12 got proportionately less Prop 98 funds this year, in part because the Governor withheld funds from them in an ongoing battle to force certain "reforms." In part, because the Governor was willing to fund the Partnership proposed by Chancellor. In part, because no one wanted to be "anti-education" in this election year. Nationwide, 1998-99 operational funds for higher education grew by more than 7 percent. (Schmidt)

The bill which enacted the "partnership" does make it clear that this is envisioned as an ongoing program to "supplement funding for enrollment growth and cost-of living adjustments." Chancellor Nussbaum and the Board of Governors proposed funding $100 million each year for the life of the program in order to bring us to within $1500 of the national average — an investment for which the system is in turn to be held accountable for progress on specific measures of student achievement. Of course, subsequent funding will be subject to annual budget appropriations. The whole program is to sunset in seven years (January 1, 2005). Further legislation can always amend that, shortening or extending the program.

What happens next? The system has until December 1, 1998 to propose goals and measures to the Board of Governors. A group currently is consulting on these, but given the time-line they are likely to be the goals and measures already circulating in a Chancellor's office draft sunshined during the budget negotiation process. Currently these are: absolute gains in the numbers of students who transfer and in degrees and certificates awarded; increases in the rate of successful course completions (defined as C or better); improvements in work force development as measured by increases in number of businesses and employees served by contract education and the num-

Continued on next page

ber of individuals in fee-based training; and improvements in the number of students making progress in a basic skills course sequence.

The system though must confer with several outside agencies before finalizing these goals and measures: CPEC, the Legislative Analyst's Office, and the Department of Finance. Indeed, these agencies are invited in not only to help determine the measures and goals, but later to evaluate whether more direct ties to budgets are "needed."

The bigger, more long-term question is whether the system will convert to **performance based funding** in three years. The legislation states that the Board of Governors will "develop one or more contingent funding allocation options, as well as criteria that would require the implementation of these options, that shall link allocation of the Partnership for Excellence funds to individual districts to the achievement of and progress toward Partnership for Excellence goals by those individual districts." The BOG is to consider these on or before April 15, 2000; the BOG is given the authority to determine if such a funding mechanism is needed to "adequately improve the performance of the system and its districts and colleges" beginning in the year 2001-02.

For now, we have staved off district specific funding, though the language of the law foreshadows its possibility. We have a breathing space and time to regroup. We have three years to influence the outcome of this debate—both through consultation and testimony to the BOG, but also through ongoing efforts to educate the public, the legislature, and the next Governor of the dangers and pitfalls of performance based funding in higher education. The next two to three years will be critical.

Unlike in other states, our own system proposed performance based funding. This was not a legislative mandate. In fact, the legislature was skeptical about partnership; the California Senate voted to give the $100 million as part of regular appropriations with no strings attached. The Governor's office, however, insisted that without the partnership program, the $100 million would be vetoed. But this is an election year, and the governorship will change. The political situation is fluid, and may be on the side of education.

Remember that while more states have been adopted performance based funding in the last few years, several have abandoned it including Arkansas, Kentucky, Minnesota, and Texas. Colorado is set to repeal it in the next fiscal year. And in those states which do have performance funding, already it is clear that the national trend is away from state mandated, centrally prescribed goals; more recently adopted programs appear "much less aggressive and ambitious and much more cautious and careful." States appear much more concerned about the problems of "hasty implementation, too many indicators, and budget instability" which have accompanied performance funding. Publicity and analyses about the dismal effect of this approach on South Carolina higher education have evidently served as a cautionary tale. (Burke & Serban, 11-13)

The Academic Senate must continue to take the lead in researching and articulating the case against performance funding and its negative impact on educational quality, student access and the regional distribution of educational dollars. We must document and publicize as we go the likely scenarios that would result if student achievement were translated into a basis for funding. The threat to access of a prolonged period of differential allocation of state funds based on student performance remains the most important problem with performance funding approaches.

But the Partnership is here. What does it mean for my district now?

Your district has received an FTES based allocation of noncategorical Partnership funds. These funds become part of the base. By now you should know how much your district received—if you do not know, ask. Or call the Academic Senate office and we'll help you find out. The partnership funds are about 3% overall of the system's budget. The question is, how will your district and college spend these funds?

Already there are reports that some districts intend merely to use the funds to balance the budget and/or build reserves. If your district is one of those, don't let it happen. Don't let decisions about such a large sum of money undermine agreed-upon budget processes. Raise the issue of the legislative intent of the program. Request that the Board direct their designee to consult with the academic senate on this issue.

See "Partnership" on p 18

"Partnership" continued from p 17

What should local academic senates consider in responding to Partnership for Excellence?

A comprehensive approach to addressing unmet needs of students is the wisest response to partnership money. Faculty have many ideas and programs they have wanted funded over the years. For this money to really make a difference in the lives of our students, the money must be used in educationally sound ventures to improve students' lives and educational opportunities. Resist the pressure or the temptation to cut corners "just in case" the program turns into performance funding later. Remember, faculty must safeguard the educational quality of our colleges—our students are counting on us.

What would your academic senate do with funds if they had them? Dare to dream of actually being able to do some of those things you know can make a difference. Take an active lead in determining the use of these funds at your college. After all, **standards and policies regarding student preparation and success are among the academic and professional matters entrusted to the academic senates.**

Academic senates should utilize collegial consultation to determine the process by which partnership funds will be invested. **Districts are required to determine institutional planning and budget development processes in consultation with the local academic senate.** Where applicable, existing processes can be used. Similarly, educational masterplans should have mapped out in some detail the directions for the college in the next few years. Don't derail ongoing initiatives or dilute concerted efforts toward institutional goals developed in consultation with faculty. These plans and processes should guide you—the budget should be used to implement, not dictate, these plans.

If appropriate, consider convening an **academic senate task force** to develop senate recommendations to improve student success. Consider both instruction and student services in your deliberations. Ask for institutional support for task force work; include staff support, faculty time and research support—partnership funds should be available for this essential work. But do dream in large and bold terms about what can be done, and consider how to make those dreams a reality with funding.

Curriculum improvements, expanded student services such as mentoring programs and tutoring, extended transfer centers and programs, better articulation, innovative course blocking and community-of-learners approaches, all are associated with increased student success. Consider class size as well as student access to instructional, counseling and library faculty. Remember the program standards set forth in AB1725 which were designed to establish quality programs; they were never fully funded, but remain sound goals to realize.

Consider, too, those **programs and funding priorities displaced by partnership funds**. Augmentations for matriculation, DSPS, CARE (part of EOPS), Puente and MESA all were either cut or vetoed altogether. These programs are precisely the ones designed to improve student success. Certainly colleges all have **matriculation plans** designed to address issues of access, retention and student success. If we want to help students, then perhaps we should revisit those plans, update and implement them.

Similarly, each college is required to have a **student equity plan** as a minimum condition of state apportionment. While the equity issue was repeatedly raised by the Academic Senate, and other consultation groups, as the Partnership proposal developed, it has not been really addressed. The absence of mechanisms to "level the playing field" between the haves and have-nots in the communities we serve is one of the most troubling flaws of the partnership proposal.

Faculty, however, can see to it at the local level that partnership money be used to fund student equity plans. The persistent differences in completion rates, degree attainment and transfer by demographic group remains one of the most troubling challenges facing us. Utilizing partnership money to address this issue would be a way to correct for the reality that student equity plans, while on file with the Chancellor's office, have never received any state categorical funds.

Consider carefully the commitments you make, and whether all the system goals and measures make sense for your district/college and the communities it serves. Among

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the goals are increases in the number of businesses and employees served by contract education. Of course, accomplishing this requires having local businesses and corporations large enough to have the economies of scale to contract for workforce training. Smaller companies and individuals can more readily utilize fee based services—another of the currently proposed measures.

Again, **a comprehensive strategy for economic development** will prove more valuable to the community and our students than merely seeking to increase the number of business contracts. Faculty can use this as an opportunity to raise these broader questions—and contribute to the discussion regarding how to develop healthy and vibrant communities. Note too that current law requires that contract education be self-supporting; tax dollars are not to be used to subsidize private training in for-profit businesses. Enhanced partnerships with business and industry are essential, and necessary for us to accomplish our economic development mission, but care must be taken that scarce apportionment dollars not be diverted from public education.

All the indicators in the partnership program are quantitative output measures. They are about capacity, not quality. That doesn't mean that faculty efforts have to be focused on quantity. In fact, it is critical that faculty not allow themselves to be panicked into focusing on ways to "up the numbers." That is certain to lead to bad practices: a focus on outcomes without consideration of the means, or the educational process, is likely to lead to superficial game playing with numbers rather than real educational advancement for students. It will cheapen educational programs—and it will shortchange students.

Whatever you do, don't give into pressures to manipulate the numbers, play games with statistics, or to "teach to the test." This has been a consistent failing of performance schemes founded on quantitative goals. Make common cause with those administrators and staff who are excited about making a true educational difference for students. Challenge those who are pre-occupied with a narrow, numerological view to step back and think bigger. To secure true changes in our students' success is a long-term commitment. It can't be achieved, or recorded, in simple year-to-year progressions. It must be fostered by **qualitative improvements in educational practice and a financial commitment to high program standards and support.** It must be centered on providing both what our students need and deserve, an excellent education.

Ironically, the only way to get the quantitative results is to focus on, to insist upon, to pull always for the quality of students' education. Educational excellence and meaningful progress will be borne out by all students achieving continued success in employment and, after transfer, living richer lives and in better communities.

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For further background information and analyses, see September 1997, and April 1998 Rostrum articles on academic excellence and partnership; and the Senate paper "Performance Based Funding: A Faculty Critique and Action Agenda."
All are available at http://www.academicsenate.cc.ca.us.